AN INVESTIGATION INTO THE RELATIONSHIP AMONG PRINCIPAL LEADERSHIP BEHAVIOR, TEACHER STRESS AND JOB SATISFACTION IN MIDDLE SCHOOLS

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ABSTRACT

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AN INVESTIGATION INTO THE RELATIONSHIP AMONG PRINCIPAL LEADERSHIP BEHAVIOR, TEACHER STRESS AND JOB SATISFACTION IN MIDDLE SCHOOLS

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The purpose of this study was to investigate the relationships among principal leadership behavior, teacher stress and teacher job satisfaction with respect to the socioeconomic status of the student population in middle schools. The independent variable was principal leadership behavior, the dependent variables were teacher stress and teacher job satisfaction, and the moderator or intervening variable was socioeconomic status (SES).

A descriptive study was conducted in all of the thirteen middle schools in a large metropolitan school district. Of the 569 teachers selected for the study 356 chose to participate.

An instrument was devised for data collection. The instrument was entitled, The Leadership Behavior Job

Satisfaction Stress Inventory (LBJSSI). The Pearson Product Moment correlation coefficient was the statistical technique utilized to analyze the data.

Nine hypotheses were formulated for the study. Four (1,4,6, and 7) were accepted and five (2,3,5,8, and 9) were rejected. The level of significance for acceptance or rejection of the null hypotheses was set at the .05 level.

In the high SES schools, it was concluded from the correlation analysis that no significant relationships existed between principal leadership behavior and teacher stress, and no significant relationship existed between teacher stress and job satisfaction. There was, however, a significant relationship between principal leadership behavior and teacher job satisfaction. In the low SES schools, it was concluded that there was no significant relationship between principal leadership behavior and teacher stress, but there were significant relationships between principal leadership behavior and teacher job satisfaction, and teacher stress and job satisfaction.

It was recommended that school administrators attend inservice workshops, conferences, lectures, read the literature, and take courses relating to leader behavior, stress and job satisfaction. It was also recommended that administrators find ways to promote greater satisfaction for teachers with their work.

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CHAPTER I

INTRODUCTION

Life in schools today is not as simple as it appeared to be in past years. According to Brown (1988), the state of affairs regarding teaching takes place in a complex, uncertain, and rapidly changing social environment. The whole process of living has become more complex, and principals, teachers, and students in the school environment are subject to the consequences of different behaviors that result. The pressures of life are seeming to have a great effect on the behavior and personality of individuals who work in schools today.

As early as 1965, there was concern about social pressures in education. Goodlad (1984) recalled that the late Vice-President Hubert Humphrey mentioned at the White House Conference on Education that history would record our country as using our educational system to overcome problems of illiteracy, unemployment, crime, violence, urban decay, and even war among nations. Coupled with societal pressures are those within the school. Shepard and Smith (1988) voiced their concern about school pressures. They contended that demands are considerably greater today than twenty years ago and are continuing to escalate. Day to day pressures are felt by

teachers from principals as well as parents who visit the schools and impose demands upon the teachers. Those escalating demands could have bearing on the demands by principals in their leadership behaviors as they interrelate with their teachers. Therefore, the intent of this study is to investigate the relationship among principal leadership behavior, teacher stress and job satisfaction in middle schools.

General Background of the Problem

According to Schlechty and Vance (1982), principals set the tone of the institution and that includes discipline and communication. Gallup and Elam (1988), in their poll on public education, reported that a lack of student discipline was the number one problem facing public schools between 1969 and 1985. Moreover, they placed the cause of the discipline problem on leadership weaknesses and ineffective teaching.

The importance of the school environment, then, cannot be overestimated. According to Blum, Butler and Olson (1987), a group of principals was enrolled in a year-long series of workshops by the Northwest Regional Education Laboratory. In these workshops, learning to assess and improve the school environment with techniques

that create an atmosphere that is conducive to teaching and learning was given priority. Building staff and student morale as well as motivation through promoting cooperative decision making helped principals to set up beliefs and principles to which all of the members of the organization can be committed. Hallinger and Murphy (1987) report that the principal's workday is subject to short interactions with different persons in the work-place. Because of the various relationships, difficulty arises in having uninterrupted periods for instructional leadership activities; yet one of the behaviors of the principal is instructional leadership and must be carried out in spite of various barriers.

During this decade, more than at any time, state Hallinger and Murphy (1987), principals are requested to be strong educational leaders. In order for principals to be successful, certain conditions must exist. According to these authors district decision makers have to reduce the barriers that prevent principals from performing their instructional leadership roles. Further, instructional leadership must be defined in terms of observable practices and behaviors that are possible for principals to execute. Finally, assessment methods must generate reliable, valid data on

instructional leadership behavior and provide information principals can use in their professional development.

In his discussion on instructional leaders, Cawelti (1987) states that as the demand for better schools continues unabated, theorists search for new understandings of instructional leadership and new studies on this complex phenomenon continue to appear. In an effort to translate the research on leader behavior into competencies, new training programs for administrators are emerging in centers and academies at both district and state levels.

The reason for all of this activity is that research has documented what common sense has long dictated and that is that school leaders do influence whether schools are successful. Cawelti (1987) further states that although instructional leaders are important in the educational process, there is a critical shortage of these leaders.

Instructional leaders need appropriate skills in order to cope with the various tasks. The emphasis on professional development, then, will no doubt yield improvement in skills associated with leadership, but expectation must be tempered by the realization that more information describing the desired behavior must be known

rather than providing the training to enhance their internalization and application.

Principals' leader behaviors also extend to the counseling area and the community. Morrison (1980) asserted that the school and the community should work cooperatively for the benefit of the students. Principals should welcome input from the parents and permit them to enter the school. Active parental participation is an asset to the principal. With the demands placed on the principals to have effective schools, there is a possibility in the course of executing their duties, they might cause some teacher stress and job dissatisfaction.

Gmelch (1984) states that during the twentieth century, stress has become a problem for a very large number of Americans. Constant demands, the fast pace, conflicts, drugs, alcohol, and the use of these drugs and alcohol by staff and students have compounded the problem even more in recent years. According to Miller (1979) and Thomas (1987), some stress is good for educators so that many accomplishments can be made; however, the many social problems that educators face today have created a phenomenon for school personnel. Gmelch (1984) further

asserts that the social impact of stress alone is demonstrated by the fact that over 100,000 articles have already been written about it and still 6,000 other articles regarding stress are being published annually. Stress has thus become a major teacher behavior.

Another teacher behavior is job satisfaction. Several authorities feel that the behavior of the leader has a great impact on how satisfied one is with one's job. They seem to identify supervision as a determinant of job satisfaction. For instance, almost thirty years ago, McGregor (1960) argued about the leader and how he is perceived in the discussion of theory X and theory Y type leaders as each type related to how the individual felt about his job. Vroom (1964) ranked supervision as a determinant of job satisfaction. In addition, Herzberg's (1966) "two factor theory" dealt with satisfaction and or dissatisfaction in the work-place. He also attempted to show the leader's role as one of the influencing factors of job satisfaction. In light of the emphasis placed on job satisfaction and student achievement, it also is seen as one of the teacher behaviors that deserve attention. For example, at the 1987 middle school convention, members concluded that there appears to be an increase in complaints from teachers and increasing dissatisfaction

with teaching. Generally speaking, job satisfaction is very important to production and the attainment of goals and objectives in the school.

In addition to stress and job satisfaction, according to Lezotte (1987), student socioeconomic status ranks high as an influence on student performance. Because of the place of socioeconomic status in student achievement, it could affect teacher behaviors.

Specific Background

The complexity of school life with its problems that stem from without as well as those that ensue from within is not only recognized nationally but also locally. These school problems with resulting behaviors and their effects are constantly being discussed by principals, teachers, students, parents, and the public in general. The mounting concern is so great that even in principals' meetings in recent years, discussions of problems, unproductive behaviors, and their solutions have been popular topics.

At an educational seminar in October, 1988, at the Atlanta Public Schools Instructional Services Center, teachers frequently labeled principals as stress producers. They talked about how principals are

contributing to stress. In addition to these issues, teachers talked of other ways in which they felt principals were contributing to teacher stress.

Likewise, interest regarding social problems and the pressures within the school was shown by the superintendent in a meeting held in November, 1988. He further stated that stress has become a problem for a large number of principals and teachers in the Atlanta Public School System.

Another concern which has been discussed and debated by principals and administrators in general is the level of satisfaction which teachers are experiencing. Dissatisfaction with the profession was discussed by the Area Superintendent in a principals' meeting in February, 1989. He also indicated how teachers are complaining to him about how displeased they are with their jobs.

On April 7, 1989, on W.S.B. Radio (talk show hosted by Kathy Fischman) the subject of teacher job dissatisfaction was discussed. A large number of teachers called and indicated that this is rapidly becoming a serious problem.

Another highly debated topic that is very often discussed by teachers, principals and other administrative personnel is the socioeconomic status of

students. In a recent principals' meeting the superintendent alluded to the idea that more negative behaviors of teachers seem to take place in schools where students have low socioeconomic status than in schools where students have higher socioeconomic status. He also stated reasons or influencing factors which he felt contributed to this phenomenon. Maybe the socioeconomic background from which the students came could have an effect on the behavior of the teachers, he surmised.

Lezotte (1987), who did extensive work with Ronald Edmonds at Ohio State on the "Effective Schools Model," discussed socioeconomic status in regard to student achievement. He stated that more often than not, if schools have a disproportionality in their educational outcomes, it tends to be related to their socioeconomic status.

Similar ideas regarding teacher behavior and students' socioeconomic status have been expressed by Rist (1970). Since children coming from homes with different socioeconomic status display different behaviors, then maybe this also contributes to the behaviors of teachers.

Many of the behaviors mentioned do not just occur in isolation but as a result of personal or environmental

stresses. These behaviors have often been attributed to the way teachers perceive the behavior of the leader as it relates to them.

If principals' leadership behavior can reduce the level of teacher stress, this reduction would probably provide for improved teacher job satisfaction and improve the overall work environment. By improving the work environment for teachers, there also probably will be an increase in academic achievement for students.

For several years, the writer observed teachers in an official capacity and found that stress and job dissatisfaction were plaguing some teachers. While some stress, asserts Thomas (1987), is helpful to individuals in performing various tasks, the challenge was to determine the causes of the teachers' anxiety. Stress could be recognized in conversation and discussion in meetings.

Significance of the Study

In conducting this research it was hoped that the following would be established:

1. It will add to the body of knowledge in the area of principal leadership behavior as it relates to the stated teacher variables.
2. It will provide information to educators by

increasing their awareness of the importance of the interdependence among the stated variables.

3. It will assist principals in providing a conducive teaching and learning environment for teachers and students.
4. It will assist principals and teachers in understanding the role socioeconomic status plays in the lives of students.

Statement of the Problem

The problem investigated was to determine, the relationship among principal leadership behavior, teacher stress and teacher job satisfaction. In addition, the data obtained were also examined to ascertain the effects of socioeconomic status of a school population on those teacher variables.

Research Questions

To guide the process of this investigation, the following research questions were posed:

1. Is there a relationship between principals leadership behavior and teacher stress?
2. Is there a relationship between principals leadership behavior and teacher job

satisfaction?

3. Is there a relationship between stress and job satisfaction?
4. Is there a relationship between the socioeconomic status of the school and the level of teacher stress and job satisfaction?

Limitations of the Study

This study is limited to the following:

1. Middle schools in a metropolitan school district.
2. Teachers in those middle schools.

Summary

In chapter I, the investigator presented an overview of the study, background information regarding the principal's leadership behavior as it relates to teacher stress, teacher job satisfaction and the possible effects of the predominant social class of the students on these variables. The purpose of the study was to investigate

the relationship between principal leadership behavior, teacher stress and teacher job satisfaction, and to determine if the socioeconomic status of the school population influences teacher performance on the variables under consideration.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Today, the job of being a school administrator is not an easy one all of the time; in fact, it is sometimes frightening; yet, it can be pleasant, according to McDaniels (1982). The principal is the center or core of the school, for every part of a school activity either starts, enters, or has its finale with the principal. Since the principalship is a multifaceted job, there should be multifaceted principal behaviors to cope with the tasks at hand. For example, the principal has been cited in the literature as a disciplinarian by Lasley and Wayson (1982), a tone setter, by Ponder (1985), an instructional leader by Brubaker, Dale and Simon (1987) and a community relations promoter by Whittle (1987).

According to Ponder (1985), the principal is the educational leader who sets the tone of the work place and is responsible for its total operation. The principal contacts every facet of the school's operation; therefore, the principal's leadership behaviors are important to the school's main objective of educating students. Cooperation, then, is essential from the educational staff if the school's main objective is to be

realized. Teachers, as a part of the educational staff, must undoubtedly play a major role in the performance of students and their relationship with the principal.

This chapter, then, presents a review of selected literature which is related to the central components of this study. The literature will be reviewed in three main areas; namely, (1) The principal and the school environment, (2) The multifaceted behaviors of the principal and (3) Teacher behaviors in the work place, especially stress and job satisfaction. The succeeding review of related literature, therefore, offers important studies which recognize this role of the principal in the school environment, the multiplicity of principal leadership behaviors, and teacher behaviors in the school. The discussion of these key educational aspects commence with the environment and the principal's role in it.

The Principal and the School Environment

In the school environment, three areas are highlighted in the literature. They are discipline, climate, and school communication.

Gonzalez Marcono (1980) was interested in organizational climate, and conducted a study to find out

how the principals and teachers in the Caracas, Venezuela metropolitan area perceived the school climate. In addition, the researcher wanted to determine the relationship between school climate and sex of teachers and principals and the years of experience as the principal.

Four hundred fifty-one elementary teachers and twenty-nine principals were used in the study. A ten percent random sample of schools from each school district was drawn. In order to gather data, the Organizational Climate Description Questionnaire (OCDQ) was used. Analysis of Variance, the Pearson Product Moment Coefficient of Correlation, and the "T" test for matched pairs of schools were employed to analyze the data.

Findings demonstrated that there were more female teachers and principals. In fact, there were seventy-nine percent female principals and ninety-three percent teachers. Female principals were positively correlated with schools that were more open and male principals were correlated with more closed schools. Moreover, teachers and principals differed in the manner in which they perceived their schools. Teachers gave less positive perceptions of their school than did the principals. The

research proved that all of the twenty-nine schools showed closed climate when the perception of teachers and principals was examined.

Finally, the principal's age and the number of years as principal in the same school had no relationship to the organizational climate and the location of school districts was not allied with the degree of openness of a school's climate.

The principal is responsible for the school environment and Lasley and Wayson (1982) focused on good discipline in the environment. According to these researchers, good discipline stems from positive factors such as high rates of student success and strong leadership. In a study conducted by the Phi Delta Kappan Commission on Discipline in which Lasley and Wayson participated, data were reviewed regarding demographic and program characteristics of the participant schools. As a result, several characteristics of schools with effective discipline practices were singled out. One of these characteristics consisted of involving all of the faculty and students in the solving of problems. In full problem solving participation, a positive school climate can be assured. The second characteristic involved the school as being a place to experience success. Success

is one of the most important findings of the Beginning Teacher Evaluation Study (BTES). A third characteristic was that problem solving emphasizes causes rather than symptoms. Problems should be treated in terms of causes, for treating problems without focusing on the causes is similar to giving a person medicine for an illness without finding out what caused the illness. Characteristic four focused on positive behaviors and strategies that would prevent negativism. Rewarding rather than punishing behavior was the intent in this study and teachers who were better able to handle difficult students used more rewards. Punishment was to be used as a last measure after explanations were understood by all concerned. Finally, a fifth characteristic centered around the principal as a strong leader. Many studies focused on strong leadership and student achievement. The principal's role was pointed out as being highly important.

Conclusions drawn from this study which pointed out the five preceding environmental characteristics showed that the principal plays an important part in discipline and there is no one else in the school that exhibits a greater influence on the school climate than the principal.

Hall (1982) interviewed Jerome Bruner, the famous American Psychologist who served on the education panel of the President's Science Advisory Committee. In 1970, Dr. Bruner mentioned that American education was in a "State of Crisis" and at the time of this interview, he had the same impression; however, the despair was not the same. According to Bruner, in 1972, Americans were talking about the "greening" of Americans, but since that time, American began to speak of the "greeding of America." "Greeding of America" became a part of the official rhetoric of America. Running a society without the thought of compassion, that is, helping those less fortunate, was unimaginable to Bruner. Returning to frontier individualism in a technologically dependent society is playing with dynamite. In speaking of the role of the school, Americans must not forget that educators are preparing children to become members of society and it was Bruner's hope that this society would be more compassionate. Some of Bruner's former liberal friends were putting together a "new conservative establishment" that would call his thinking liberal rhetoric.

Hall wanted to know of Dr. Bruner what could be done to improve education without spending a great deal of

money. To that, Dr. Bruner replied that peer tutoring could help in taking more responsibility for education. The peer tutor in turn would also learn from the experience as well. Dr. Bruner also stated that use could be made of material that resulted from a study of London secondary schools by Michael Rutter, a British psychiatrist. In this study Rutter studied a number of high schools in low socioeconomic areas of the city and found that the manner in which a school is conducted has an effect on the education of children. If the school shows that it cares, the students also care. Caring takes the form of regular attendance, better discipline, and increased academic achievement. Environments that care, that show compassion, and demand a great deal from the students as far as their work is concerned, cause students to work harder and this results in increased learning. Those effective schools that were successful in London, demonstrated their belief in academic success and exhibited confidence in the students' ability to succeed. In addition, those schools gave students responsibility, gave home assignments and made sure that the students did the work. Moreover, those schools also had the teachers to come to school on

time in readiness for work. Some of those schools that exhibited excellent records often started with students whose records were the poorest in the elementary schools. None of that could have been possible without a "strong headmaster or principal," and this also involved talking with students and not to them. That principle was similar to establishing a contract at the beginning which states "we work; you work." Programs of that nature require a good school environment. Teachers often respond in the same way students did in Rutter's study. It is clear that if people are treated "like idiots, they will behave like idiots." The principal, then, is crucial in the school environment.

Miller (1982) stated that in recent years a great deal of literature regarding student achievement and effective schools for disadvantaged students has been published. In spite of the volumes of literature, efforts to take action as a result of the literature were just beginning to be made. One such effort to improve the school learning climate was made in an elementary school that was located in a midwest industrial community. Because the school district was among the poorest in the state and the achievement was lower, the

district decided to seek aid from the University of Louisville.

The answer to the school's problem appeared to be leadership. Believing that all children can learn, the principal formed classroom grouping. Efforts of the principal to change learning conditions led to opposition by staff members. Because of adverse staff relations, even when the consultant from the University of Michigan was explaining the program, staff members did not believe in the results of such a venture. While the staff members were still skeptical, nevertheless, they became committed to the program and listened to the consultants.

Among the many tasks that the consultant had to execute was to speak to the expectations that the teachers would have in such a program. This was the beginning of a change process, for a number of teachers held the belief that minority children could not learn well. In the faculty lounge, teachers often talked regularly about student learning so that the consultant set up a climate-watchers' process in which there was monitoring of negativism. A great deal of the monitoring was informal and took a humorous turn so that gradually there was a change in the teachers' attitudes regarding student learning. Not only did the climate-watchers'

process change from negative attitudes to positive attitudes toward learning in faculty lounge conversations, but positive attitudes toward learning spread throughout the school. This change intervention did not always work without impediments, for there were problems that impeded some progress.

Problems included too many meetings and too many problems tackled by subcommittees. On the other hand, as tasks ended, the volume of meetings ceased. Staff members improved in their cooperative efforts in working together and in showing strategies for mastery learning, materials, and planning for summative tests. Difficulties also arose with space for working and a common materials file. In this school, the relations by the teachers and principal did not work toward resolving these problems; yet, there were outcomes and conclusions that were drawn from this intervention.

There was positive feedback from the staff at the ninety-day review period. Achievement gains were encouraging in that a four to one improvement gain of the last year was realized. That gain was significant enough for the school to move from the bottom of the district almost to the middle. In spite of this change, overall achievement did not reach the expectations of the staff.

Student behavior, time on task, diagnostic testing and reteaching, which are included in mastery of teaching needed improvement.

This program, however, did not have an opportunity to reach the level of commitment in the succeeding year because the principal was transferred and finances did not permit full days. One thing is certain, and that is, change and improvement can be made. Moreover, fear and opposition to change can be defeated. Programs to improve school environments sorely need continuity to insure expected outcomes.

Although the executing and improving activity in this project did not reach perfection, it did, however, provide enough innovations to make the climate positive. Another important aspect of the school climate is communication.

Within the last ten years, there has been grave concern regarding the status of education in the United States. As a result of various education movements many themes erupted. One of those themes centered around the principal and his work. According to Lambert (1987) the work of the principal is difficult, moves at a rapid pace, is set apart, and carries with it unexpected activities.

The principal above others in the school is the one person who impacts the thinking of teachers and students. Dwyer (1985) states that a great deal of the principal's impact comes through some form of communication. The processes of communication include interrelations, single confrontations, oral and written phases, questioning, providing information, teaching, and evaluating. The main person, then, who sets the tone of the school, is the principal.

In discussing school communication, St Johns (1983) says that these programs are so necessary in all educational pursuits. School communications programs deserve top consideration from every member of the administrative team and especially the principal. Communication is the saving power of the school and the principal should have several key communications attitudes among which are the following:

1. Desiring to communicate and to be communicated with;
2. Willingness to listen;
3. Seeking to understand as well as to be understood;
4. Having the courage to say it as it is;
5. Maintaining an open door (going to people as well as people coming in;

6. Making time available to circulate and chat with staff;
7. Focusing on the receiver and impact of the message;
8. Being friendly and approachable;
9. Striving to share information promptly and fully;
10. Taking action on communication needs whether or not they are in your defined area of responsibility.
11. Recognizing that communication problems are often symptoms of other difficulties that exist among individuals and groups at the school.
12. Identifying informal leaders and opinion moulders throughout the school and listening to them closely.
13. Striving to maintain good communication channels, especially in times of change, trouble, and tension.
14. Remembering that horizontal communication with peers is often as crucial as vertical communication between supervisors and subordinates.

Not only is the school environment a key factor in the principalship, but the multifaceted principal leadership behaviors in the work environment are also crucial to success.

Some of the Multifaceted Principal Leadership Behaviors

The behaviors of the principal are many; however, this discussion of the literature focuses on a general discussion of effective and ineffective principal leadership behaviors and a specific account of the principal as an instructional leader, counselor for student decision making, and a community relations promoter.

Since the publication of excellence in schools emanated from the National Commission on Excellence in Education (1983), numerous writings have been issued on the subject. The principals, then, have to use their leadership behaviors in order to be effective and have effective schools. This calls for interaction in every phase of the school's program and especially interaction with the teachers.

Russell (1984) conducted a study entitled, "Linking the Behavior and Activities of Secondary School Principals to School Effectiveness: A Focus on Effective

and Ineffective Behavior." In this study, the term effectiveness was defined according to other terms such as high achievement, low rates of vandalism and absenteeism, a sense of community, and a stable staff. The researchers in this study reviewed effective school studies and compiled a list of characteristics found in the various schools. In order to execute this study, the researchers selected a group of eight effective characteristics from the list. Included in that group were school-wide measurement and academic success, orderly environment, emphasis on curriculum articulation, collaborative staff planning, instructional leadership, and parental involvement.

This study identified 202 effective principal behaviors and 133 ineffective behaviors that were associated with the previously listed eight characteristics. In addition, another 167 behaviors were classified as effective and 138 as ineffective behavior but were not classified under the eight characteristics.

Under the first characteristic, school-wide measurement and academic success, the principal's behaviors were divided into four general categories. They included the principal's making special or unusual efforts to organize academic success, setting up ongoing

systems to further recognition of academic success, encouraging the use of standardized tests and giving personal recognition to students for special academic achievement. Ineffective behaviors included mishandling students' recognition and ignoring and mishandling standardized tests.

The second characteristic, an orderly school environment, dealt with behaviors that promoted a wholesome environment and enforcing discipline personally, establishing and enforcing clear attendance and absence policies, providing support and back-up for enforcement of discipline and assigning staff and resources to confront rule orientations. Ineffective behaviors included permitting behaviors that caused a disorderly environment and class disruption, enforcing discipline in a weak or inappropriate manner and failing to enforce attendance and absence policies as well as being unwilling to enforce discipline.

For the third characteristic, effective behaviors included ensuring that the school has a scope and sequence and that these are being executed, expecting teachers to be knowledgeable regarding the curriculum of the school, and demonstrating awareness of an interest in the curriculum. Ineffective behaviors are just the

opposite of the effective behaviors but include neglecting the insurance of a scope and sequence and not lending administrative support for problems in the curriculum.

Effective behaviors for the fourth characteristic, support for instructional studies, fall under responding directly to the needs and decisions of teachers and providing atmosphere and resources that help staff carry out instructional tasks. Ineffective behavior would include denying teachers supplies and resources through maladministration such as limiting the use of equipment to office staff, displaying a lack of confidence and respect for teachers, and making unreasonable demands on teachers outside of teaching responsibilities.

Characteristic five, high expectation and clear goals for students, included such effective behaviors as personally or directly encouraging students to make challenging academic goals, establishing and emphasizing school-wide academic requirements, and expecting and supporting counseling programs that challenge students. Ineffective behaviors were the opposite of the effective behaviors, meaning that the principal does not challenge students in conversations, does not set high goals for student performance and allows unchallenged academic schedules.

Characteristic six, collaborative planning with staff, has effective behaviors which consist of listening actively to staff and faculty ideas, creating opportunities for staff to express themselves, providing resources and an environment conducive to collaborative planning, establishing school-wide goals and programs through staff input and participation and staffing committees with representation from all levels. On the other hand, ineffective behaviors would be avoiding or limiting staff involvement in decisions or discussions, little or no feedback or response, and giving no resources or support for collaborative planning.

Characteristic seven, instructional leadership, has behaviors which consist of taking an active role in staff development, improving the instructional performance of teachers, eliminating poor instructional performance, providing direct instructional leadership on a one-one interaction with individual teachers, evaluating each teacher's performance and hiring effective staff. Ineffective behaviors include not recognizing the importance of inservice programs, providing inadequate teacher evaluation, providing ineffective feedback on instructional skills, not emphasizing teacher improvement.

The eighth and last characteristic demonstrates effective behaviors through the principals' obtaining active involvement in school activities, communicating personally with the parents of individual students, informing all parents of special activities, interacting directly with parents to promote the school, and establishing direct personal contact between parents and teachers. Ineffective principal behaviors included avoiding interpersonal communication with parents, communicating in a manner that will make parents angry or feel negative toward the school, discouraging parental involvement, succumbing to non academic interest groups and avoiding meeting parents at school or civic functions.

Behaviors in this pilot study show which principal behaviors create the school characteristics that are responsible for student achievement. It has implications for training programs, for selection, placement and evaluation of principals and for professional development of principals interested in becoming more effective.

In a study by Bell (1986), there was the determination to see if principals as a group are better judges of teachers' perceptions of principals' leadership process used by principals and those processes as they

ought to be used by principals than supervisors of the principals. The Diagnostic Survey for Leadership Improvement (DSLI) was used to determine the leadership processes. The DSLI was selected to assess the "is" and "should be" leadership process of confidence and trust, interaction-influence, communication, control and decision making as given by teachers, principals and supervisors of principals. There were 43 metropolitan elementary schools and 657 teachers in those schools, 57 principals and the supervisors of those principals who participated in the study.

Analysis of the data revealed that the supervisors' responses correlated significantly with teacher perception in the "is" dimensions rather than leadership dimensions of trust and confidence, communicating control, decision making and interaction-influence. The null hypothesis was accepted in that there was no correlation. The responses given by principals were found to be significantly related to the perceptions of teachers in the "is" dimension as far as decision making was concerned, and interaction-influence in the "should be" dimension". The t-test demonstrated that there were significant correlations in the "is" dimension of the interaction influence and in the "should be" dimension of control.

Pitner (1986) conducted a study in which examination of a construct for leadership, for understanding and explaining principal influence potential was done. Pitner stated that leadership substitutes act in place of leader behavior. Much of the literature deals with showing the principal's influence on teachers' behaviors, the learning environment, student achievement, or describing the lack of cooperation between the principal and instructional office. Because of the evidence on both sides there is no easy resolution to the completion of the findings; however, Pitner suggests a situational or contingency approach for understanding the principal-teacher relationship for conceptualizing the problem. Pitner states that some researchers argue that the importance of hierarchical leadership behavior relies on characteristics of the individuals, characteristics concerning the work to be performed or characteristics relative to organizational structure. To strengthen the discussion regarding substitutes, Pitner discusses the ideas of Kerr and Jermier (1978) for examples. Those writers state that some of the characteristics such as job pressure and subordinate expectations of leader behavior assist in stimulating, leading and controlling subordinates while

other characteristics serve as tempers of the superior's ability to have an impact on subordinates. Still, there are other characteristics that serve as substitutes for leadership and they tend to hinder the leader from improving or damaging satisfaction and performance of subordinates. Pitner cites the following twelve characteristics as potential substitutes for leadership, experience training, indifference to organizational rewards, task clarity, task provided feedback, intrinsically satisfying tasks, formalization, rule inflexibility, active advisory staff, cohesive work groups, low leader position power, and special distance between superior and subordinates. The theory holds that the presence of a characteristic can influence the effectiveness of leader behavior in three ways including substitutes for instrumental, but not supportive, leader behavior, substitutes for supportive, but not instrumental behavior, and substitutes for both supportive and instrumental behavior.

In order to find out whether or not there were leadership substitutes found in schools, interviews were conducted with teachers in four elementary schools in two states. Interviews were tape recorded, and teachers were responsible for the pace and length of the interviews.

It was found that the interviews generally support the existence for leadership in this study. Interviews substantiated eight of the twelve substitutes for leadership. Among those substitutes for leadership that were substantiated were ability and experience, task provided feedback, intrinsically satisfying task, formalization, active advisory-support functions, low position power, cohesive work group, and special distance between superior and subordinates. On the other hand, the study pointed out that leadership does not only come from the hierarchical position of authority. Leadership also comes from socialized behavioral ideas as the attitude that teachers have of themselves including looking at themselves as professionals and commitment to the organization. Further intrinsic and extrinsic rewards are important to teachers.

This study, using a limited setting, contained the substitutes for leadership theory; however, a larger sample would, in all probability, point out whether or not there are variations in the number and magnitude of substitutes from school to school.

According to Doggett (1987), just having principals familiarize themselves with the literature dealing with excellence in education will not raise the educational

level in their schools. There must be action taken and he outlined several leadership behaviors that principals should become aware of and follow:

1. Encourage Teacher Discussion about Good Teaching Practices.
2. Involve Teachers in Developing and Evaluating Yearly Staff Objectives.
3. Exhibit Knowledge of Learning Theory, Instructional Methods, and Research.
4. Set High Priority Discipline and Attendance.
5. Make Expectations of Self, Teachers, and Students High but Attainable.
6. Observe classes and be visible.
7. Facilitate Positive Reinforcement among Teachers and Students.

In using leadership behaviors previously outlined, principals can become stronger leaders and with the cooperative efforts of their teachers, educational goals will be realized.

Research regarding effective schools has been extensive and in that research the principal has been a key figure in school improvement. Rogus (1983) states that one of the main focuses is the principal's behavior in the following check-list in which there is a need for

answers regarding the principal and administrative staff ensuring the following:

1. School goals and objectives for the year are clearly stated;
2. Consensus is developed among faculty around school grounds and behavior expectations;
3. Progress toward school goals is closely monitored;
4. Teacher performance is frequently monitored and performance feedback is provided teachers regularly;
5. The building environment is orderly and quiet without being repressive;
6. Departments are vital subgroups;
7. Support is provided for teachers to plan together;
8. Time is available for teachers to plan together;
9. The principal and administrative staff further establish high expectations for teacher and student performance;
10. Those administrators are strongly involved with the instructional program;
11. The principal and administrative staff should know what is happening in the classroom;

12. Finally, they should assume personal responsibility for the school's achieving its objectives.

Sharpes (1983) agrees that one of the leadership behaviors of the principal involves academics. He states that any school that tries to enhance its academic skills program should seek a simple management program which could include three steps of defining, organizing and assessing. Missions and goals concerning the school and its students should be given priority since they point out specific academic direction for students. The principal has the task of convincing school constituents of the need and wisdom of seeking more rigorous academic policies. In addition, decision making concerning the organization of the school's resources to reach the objective is highly important. In that respect, scheduling, the curricula, and the instruction are paramount to success. The scheduling and the curricula as well as the instruction must work together, and the principal is the spearheader in involving the teachers and the parents.

Decision making concerning the principal's involvement in academics dealt with the evaluation process.

Brookover (1980) believes that the best method of evaluation involves the use of a variety of both formal and informal assessment tools. Those tool, therefore, would include scores from standardized tests, grade reports, interest and aptitude inventories, teacher reports, and other assessment data which could come as a result of observations by either visiting school personnel. Such evaluation, while a program is in progress, is invaluable in helping to correct those practices or change the course of a program to enhance its effectiveness.

Van Sciver (1985), Superintendent of the Lake Forest School District in Harington, Delaware says that there is a great deal of literature devoted to the principal as instructional leader. Of that literature there is a great deal which addresses "the most effective instructional techniques, current and relevant content and rewards of time on task." When the principal insures a quality curriculum, there are many who reap benefits that might be of greater importance. Students who take advantage of effective curricula and who graduate from those schools are more likely to get scholarships and be able to make positive contributions to society. Teachers also reap benefits because, they, too, are challenged to

be well read and knowledgeable of instructional techniques. Finally, the school with a strong curriculum serves as a magnet for increasing the size of the community, the economy and civic pride.

Ponder (1985) conducted a study entitled, "The Principal's Role as Instructional Leader: An Investigation of the Impact on Teacher-Pupil Interaction Through Inservice." The purpose of that study was to find out whether principals as instructional leaders can influence their teachers' performance in the classroom by conducting inservice for the teachers.

The principal as an instructional leader should be aware of what is transpiring in the classroom although the teacher does the instructing. The principal as an instructional leader must know the essentials in teaching cooperation, which, without a doubt, is essential from the educational staff if the school's main objective is to be realized. Teachers, then, play a major role in the performance of students and their relationship with the principal.

Brubaker and Simon (1987) state that the manner in which principals perceive their role impacts on their

leadership behavior that they exhibit in the school. Principals usually make the adjustment of their perceptions of themselves to their behavior because of good relations. Moreover, there is also something to learn from the way principals view others. To some degree, one's self perception results from "comparison and contrast" with others with the same professional title. The same is true of principals.

Brubaker and Simon (1987) began their study regarding how principals view themselves and other principals with certain "thoughts" in mind. In the 1985-86 school year, participants in the study were 370 actively employed principals in North Carolina comprising ninety-four of the 140 systems in that state who were surveyed regarding their leadership roles. Data collection centered around the principal's views regarding the following questions:

1. What is your present leadership role?
2. What leadership role would you like to have?
3. What leadership role do three principals you know best assume?
4. What leadership role do most principals in North Carolina play?

Assistant principals were not included in the study.

The four questions asked of the principals addressed five roles that principals have played throughout the history of education in the United States. These roles included the principal as (1) Principal-Teacher (2) General Manager (3) Professional and Scientific Manager (4) Administrator and Instructional Leader and (5) Curriculum Leader.

With questions and roles well defined, principals were placed in categories by grade levels in their buildings, length of service in the capacity as principal, the highest degree earned, and sex. Analysis of data followed from the survey. Seventy-one percent of the principals perceived their leadership role as "Administrator and Instructional Leader," with "General Manager" following as a distant second. When the question regarding the role that the principal would like to have, 65 percent preferred to keep their same role of "Administrator and Instructional Leader." A close second was a tie between, "Curriculum Leader" with 17 percent and "Scientific Managers" with 16 percent. Forty-nine percent of the principals stated that three principals best known to them were also "Administrator and Instructional Leader." On the other hand, 35 percent of the principals knew "General Managers" best. A total

of 60 percent of the 370 participants in the study classified "most North Carolina principals as "General Managers."

In further discussion of the analysis to clarify the findings is the idea that principals have been told that they should be instructional leaders. Admitting anything to the contrary would put principals in jeopardy with superintendents but it is relatively safe to say that other principals are "General Managers." Principals are also given unclear signals regarding being either leaders or managers. Here a conflict in role definition occurs since almost all of the workshops include topics in management. Analysis also revealed that being a leader rather than a manager gave more prestige to the principal. Results demonstrated further that few principals, only seven percent and other principals in the state, only two percent as Curriculum Leaders gave reasons for this classification. Usually the principal is considered an institutional leader and that suffices for classroom learning. Along with the general analysis of data, the data were also analyzed by subgroups.

The category of number of years experience as a principal and the grade levels in the principal's school did not make a significant difference in the manner of

responses given by the principal. Principals in the largest group of 167 respondents, reported having eleven or more years experience as principals; eighty-three principals had six to ten years experience while 120 had zero to five years experience. As far as the type of school in which the principals worked, there were 232 in elementary schools, 71 in senior high schools, and 62 in middle or junior high schools with five principals serving in special schools. With experience analyzed, attention was given to sex.

Sex differences became clear as the principals answered various items on the instruments. Of the 370 participants, 268 were males and 102 were females. A greater percentage of women, seventy-three percent of women to fifty-six percent of men, felt that North Carolina principals were "General Manager." On the other hand, thirty percent of the men thought that North Carolina principals were administrators and instructional leaders, to nineteen percent of women who were labeled principals in this category. Fourteen percent of the women to four percent of the men perceived their leadership role as "Curriculum Leader." An equally large number of women, twenty-five percent to fourteen percent of men preferred the leadership role of a "Curriculum

Leader," Now that the sex differences in responses were analyzed, attention was given to formal, professional education.

Principals who had a great deal of formal education (specialist degree or the doctorate) were less likely to consider themselves "General Managers." This can be seen in the fact that 16 percent with the master's degree, 12 percent with the sixth year and no doctoral respondents labeled themselves as general managers. With more formal education, the principals considered themselves as "Administrative and Instructional Leaders" as seen in the fact that 68 percent had the masters degree, 70 percent had the specialist degree, and 88 percent had the doctorate degree. Likewise, these principals with more formal education perceived themselves as a "Curriculum Leader" as shown by 6 percent with the masters, 8 percent with the specialist degree, and 12 percent with the doctorate.

This study regarding how principals view themselves and other principals presents quite a deal of data that explains the actions or behaviors of principals. In addition, it points out principals' overall view of leadership in the schools.

The principal's leadership behavior does not only

include tasks as an instructional leader but also tasks as a counselor for students in their decision making. Today students are faced with many difficult decisions and need skillful guidance to help them to address their decision making needs. According to Pitner and Stever (1987), the school, including the principal, counselor, teacher and parent, must assist in articulating the students' needs. There must be cooperation between the principal and the counselor to direct attention to the decision making of students. The principal then is a key figure in participating in students' decision making.

For example, Huey (1987) states that the principals can emphasize the importance of a school program such as the counseling program as vital in the school. One example of this was the principal-counselor participation at Gordon High School in Atlanta, Georgia. Honors were not only brought to principal Leo Smith but also to counselor Wayne C. Huey. For his participation, principal Smith was honored as "Advocate of the Year" by the American School Counselor Association" (ASCA). Two years later, counselor Wayne Huey was named "Secondary School Counselor of the Year."

In further discussion of the principal-counselor relationship, changes as far as needs of students

surfaced and called for support and principal participation. With students, problems ranged from transition from elementary to high school, teenage unwed mothers and fathers, poor grades, irregular attendance, and variations in conduct. The principal and counselor felt that something had to be done to help students to solve their problems.

In order to meet the overall goals, objectives for solution were set. These objectives included unwed teenagers learning more about themselves and their situation, and becoming knowledgeable about their legal rights and responsibilities. In addition, these students' objectives involved recognizing that their situation could not be called an accident, obtaining factual information regarding biological and the transmission of diseases. Finally, objectives encompassed exploring their present and future options, learning how to solve problems, and making sound decisions as well as recognizing resources that were available to them and learning how to use those resources. In essence, the principal and counselor called attention to these students' rights, responsibilities and resources in the nine sessions held with the students. Along with the problems of unwed

teenage fatherhood and motherhood, there were other problems.

For those students who experienced other problems as far as the transition from one school to another, poor attendance, and usual conduct, there was the institution of a transitional orientation program. Objectives included student interaction and the cultivation of new friends, promotion of group belonging and participating in extra curricular activities. Moreover, the program of principal and counselor participation provided good role models for appropriate school behavior, lessons teaching students to express what they did not like in an appropriate manner, and the use of self control as well as the responsibility for one's own behavior. In addition, principal leadership behavior leads the principal to have community ties.

According to McDaniels (1982) having strong community involvement was a top priority of the 1980's. McDaniels stated that public education should be "open to the public, supported by the public and responsive to the public." If students are to be educated, there must be cooperative efforts between the school and the community. Even if a principal has the best education program that exists and parents and members of the community did not want that program, it would fail.

There must be cultivation of support of parents and community members and there are a few tenets to follow in seeking their cooperation.

1. Make a commitment to involve yourself and staff;
2. Share school information;
3. Do good, then tell about it;
4. Support public education;
5. Encourage parent/teacher partnership;
6. Listen to your community;
7. Smile a lot.

In beginning a program of community involvement, there are certain procedures that need to be taken into consideration. Research is one of them, for knowledge regarding the community reveals the community and enables the principal to know what strategies to use for needed cooperation. Other ways exist to get community reaction concerning news about the school and include a listener's bureau, suggestion boxes, visits to schools by special interest groups, exit interviews when a family leaves the school district, letters to the editor columns in newspapers, radio talk shows. Moreover, community reactions can be ascertained by citizens' conversations, breakfast meetings, open office hours, neighborhood walks, neighborhood party lines, a qualified person to

serve the school as school/community relations specialist, an ombudsman to serve as education trouble shooter between the school and community. Close communication between the board of education, superintendent and all major parent groups in the area, and an information center to serve as a quick referral source for staff members wishing to relay information to the public would also enhance community involvement.

Goldring (1986) stated that many researchers approach a study of principal/parent relationships from a political stance; however, he had as his purpose, investigation from an organizational theory point of view. Moreover, the major hypothesis was concerned with characteristics of the community which influence principals' uncertainty and will affect their opinions about parents. Characteristics of the community that were included in this study were assertiveness, responsiveness, homogeniety, and eagerness to participate and their effects on principals engagement and sentiments toward parents.

According to Goldring (1986), almost all educators make the observation that schools and parents should have a cooperative relationship. In order to guarantee and protect that relationship, various programs are

instituted to support parental involvement. Since there is the realization that parent involvement in the school is important for the success of the principal, principals must interact with parents and initiate their involvement. Principals, then, are also key figures in deciding the amount of involvement of parents. While that is true, principals appear to have opinions regarding parents. Therefore, they use various means to deal with parental pressures. Many principals welcome parents and believe that the parent/principal relationship can be beneficial. On the other hand, other principals feel threatened by parents and see them as problems.

Reasons for seeing parents as problems might stem from divided loyalties between teachers and parents. Often there are conflicts between parental and supportive working conditions for the teachers to execute their duties. A second source of difficulty comes in the balance of the principal/parent relationship. The principal can have control of involvement of parents and on the other hand, parents can become the leader in the relationship by taking the principal to the board.

With the presence of the various difficulties, principals can use some strategies to cope with the

situation. By cooperative measures such as having the local PTA become a member of the National PTA, the principal can channel parents' behavior into acceptable and manageable levels. On the other hand, to curb the uncertainty stemming from overextended interference from parents, principals may try to create a buffer between them and the school, thereby, curtailing parental influence in the school.

Data for this study were obtained through the use of indepth interviews from 113 suburban elementary school principals in 59 districts and three counties in a large metropolitan area. Selection of the principals was made by using a stratified random sample of 120 principals from 60 districts. The final sample was predominantly white and male out of 94 percent responses.

Findings pointed out that reduction of uncertainty in principal/parent relations could be enhanced by co-opting, controlling, and socializing. Although there might have been some apprehension on the part of the principals in their relationship with parents, this study demonstrated that some exchange with parents could aid in the reduction of much of the uncertainty. Moreover, principals can use strategies to acquaint themselves with parents. When parents are not responsive, programs

showing parent responsibility, with parents playing those roles could be used to change attitudes in order to further the education of their children.

Whittle (1987) researched the elementary school principal's reports in connection with school community relations programs of three subgroups. These subgroups were Georgia Schools of Excellence, nominated schools and non-nominated schools. Other information collected on the principal included sex, race, age, certification, level of principals' experience and socioeconomic status. In order to conduct the study, there were 313 elementary school principals who were requested to participate. They represented 29 Schools of Excellence, 115 nominated, and 140 randomly selected non-nominated schools.

For the study, the School Community Relations Administrators Measure (SCRAM) was used for measurement of the school-community relations program as given in the principals' reports. Analysis of Variance was used in order to ascertain whether there were significant differences at the .05 level among the three categories of schools.

Findings revealed that there was a statistically significant difference in the mean scores of the three

categories of schools. Reports of the Georgia Schools of Excellence differed significantly from the schools in the other categories. These difference were in written communication, parental and community involvement, and staff involvement in school community relations.

The Georgia Schools of Excellence would be more inclined to use school publications such as newspapers and newsletters to keep everyone informed. In order to have assurance of the knowledge regarding the schools, other written mass media would also be useful. Moreover, the principals in these schools would more than likely be more amenable to conducting staff development workshops, lectures or seminars to increase the awareness of the necessity of the relationship between the school and the community at large. In addition, there was a high level of parental involvement in the Georgia Schools of Excellence. Undoubtedly, the principals made sure that parents were invited to all activities executed by these schools. Further, parents were encouraged to serve as volunteers for school projects so that their involvement was assured in various school activities. Finally, parental assistance was requested when purchases of school equipment were made. All of this addresses the idea that community involvement is necessary and important to the principals, teachers, and students.

Stress

Like the principal, teachers in the work-place have certain behaviors, two of which are stress and job satisfaction. Usually when stress is mentioned, there is the thought of avoiding it. Selye (1974) states that stress is inevitable in our lives, for if stress were not present, our lives would cease to exist. Stress, then, is an important force in life. Selye (1974) in discussing stress gives the following definition:

> Stress is the non-specific response of the body to any demand made upon it.

Thomas (1987) also defines stress to give the reader a clear picture of it by saying the following regarding stress:

> Stress is the sum total of all the processes used by living beings or things (plants, lower animals, insects, etc.) to maintain their existence. In brief, stress is the essence of life.

If stress is necessary to life, why then is there negativism associated with it? According to Thomas (1987), there are two kinds of stress, namely eustress and distress. Eustress is the positive stress which enables individuals to accomplish their goals. On the

other hand, distress which is bad for the individual, is upsetting and causes many physical and psychological problems. The distress behavior is one teacher behavior that could be caused by principal leader behavior.

Miller (1979) asserts that there are self-imposed stress and situational stress. While teachers may impose stress on themselves, more than likely, the situational stress is imposed upon them. Further, Miller says that without stress, achievement would not take place; so that along with achievement there is some stress. Stress serves as a motivator and to achieve, there must be a certain amount of dissatisfaction.

With appropriate levels of stress, a job can be completed, however, stress should not be so heavy that it causes danger to mental and physical well-being. This is the problem for teachers.

The climate in our schools, Miller continues, is responsible for much of the stress that educators have, and this has caused a stress epidemic. Because of tensions that result from demands in the classroom, teachers meet hardships in trying to do their tasks in ways that reach the standards that they have set for themselves. Not only, then, do unreasonable job demands cause stress but dissatisfaction with self performance

also causes anxiety. All of this, then, causes numerous health problems, and the problems of stress in the schools is steadily growing.

Instructor Magazine, according to Miller (1979), conducted a study to ascertain the extent of stress in the schools. The 9,000 responses to the survey, over seventy-five percent stated that they were absent from school because of stress related situations. Other respondents stated that they believe that health hazards exist in teaching.

Reaction to stress for teachers takes different forms. While some teachers take all of their sick leave time that they have, others retire early. Still others go to bed immediately after school so that they can execute the next day's tasks. Other teachers also feel that they cannot participate in outside activities nor can they cope with their home-life. Stress, then, is compounded.

Schwartz (1983) conducted a study in which they examined conditions with the idea that there was a possibility of a relationship with stress among faculty members in six participant schools. Faculty members were used in two elementary schools, two middle schools and two high schools in two large cities in the United

States. In order to get information about the schools, ethnographic case studies were used. Three periods of observation were made by field researchers, two of whom were sent to the two districts where the schools were located. These field researchers sent materials to the project staff director and the project staff reviewed the materials. Both field observers and research staff separately identified a list of factors that were common to the six schools. Lists were compared and discussed and a final listing was agreed upon by all concerned. This was a descriptive exploratory study using observation and interviews.

Data were arranged to identify potential stressors that were related to the culture of each school rather than other factors such as background and personality characteristics of individual teachers. Analysis of data was made and it was found that after human needs are met, school personnel seek security, status, and sociality in their culture and personal lives.

When comparison of findings from the schools were made, five major categories of stressors surfaced. They were security, governance/leadership, budget cuts, staff relations, and student issues. Two schools only listed student issues as stressors.

It was concluded that urban schools as work-places may present a higher potential for stress than non-urban. Conclusions in this study pointed to the idea that stress for teachers was generally due to a lack of respect and barriers to carrying out those tasks which teachers had been educationally prepared to execute. Teachers were caught between accepting conditions as they were trying to maintain different standards other than their expected standards of performance which would put them in a position not to survive.

Singer (1984) conducted a study to assess the relationship between teacher burnout and the leadership style of the principal as perceived by the teacher. Teacher's sex, age, and length of service were also used to determine if significant differences existed between those variables and burnout measures. The Leader Behavior Description Questionnaire and Clouse-Whitaker Career Attitude Inventory-A Self-analysis in Career Burnout-were the two questionnaires used to execute this study. Teachers from ten randomly selected public, middle, and elementary schools with fifteen to twenty-five teachers working in them were used.

Several findings and conclusions were drawn as a result of analysis of data. There were significant

relationships found between teacher burnout and the perceived style of the principal. A positive relationship of teacher enthusiasm existed in relation to two leadership styles but teacher frustration and alienation were negativity related to each of the two leadership styles. In those schools where principals showed high levels of initiating structure behavior or consideration behavior, teachers were highly enthusiastic. Those teachers also experienced fewer symptoms of frustration and alienation. To the contrary, principals who demonstrated low levels of initiating structure behavior consideration, had teachers in their schools who were prone to be frustrated and alienated. Sex and age of the teachers did not show significant relation to teacher burnout; however, teacher tenure had a positive relation to teacher enthusiasm. Teachers with the greatest amount of service were least enthusiastic than were those with one to six years of experience. Length of service was not significantly related to teacher frustration and alienation.

Singer (1984) thought that this study should encourage principals to exhibit high levels of either initiating structure behavior, or consideration behavior. The study, in addition, should assist teachers and

principals to be aware of the age at which enthusiasm, frustration, and alienation would probably be apparent. With that knowledge, principals could set in motion some strategies to lessen the frustration and alienation.

Weschselr (1982) studied stress events in various professions. Teaching was among those professions in which Weschselr tried to find a relationship between stress and environment that might produce burnout. In his study, Weschselr found that teachers' environment was extremely stressful. In addition, teachers felt that the environment would not give them support in alleviating the condition. From the findings, the researcher came to the conclusion that there is a definite link between the environment and teacher stress. With the introduction of networks to be used in the stress coping process, Weschselr felt that the principal should be the instigator in seeing that the network was started and continued to work to improve the environment and lessen teacher stress.

The study by Klanderman (1985) made an investigation of the possibility of a relationship between teacher stress and principal leadership style in ten private schools in New York City. Data for the study were secured through

two instruments namely, Teaching Events Stress Inventory (TESI) and the Teacher Questionnaire on Principal Leadership Style (TQPLS).

Respondents were requested to respond to fifty events in the TESI and the TQPLS required the teacher to respond to the principal's leadership as far as task, authority and the work climate were concerned.

Principals also reported on themselves in the three dimensions of leadership previously mentioned. Their self responses were compared with those given by the teachers. These responses of principals and teachers differed. Findings pointed out that only two of the faculties concurred with their principals on all three of the dimensions of task, authority, and the work climate. On the other hand, leadership dimensions were not related to the work climate.

Job Satisfaction

Another teacher behavior that bears consideration is job satisfaction. Nongmak (1986) conducted a study that was designed to examine the relationship between job

satisfaction of Thai elementary school teachers and the perceived leadership behavior of their school principal.

In order to gather data, the Minnesota Satisfaction Questionnaire (MSQ) and the teacher form of the Profile of a School (POS) were used. The population in the study consisted of principals and 750 teachers from 150 schools in Thailand. Data were analyzed through the statistical methods of the product-moment correlation, economical correlation, and multiple regression techniques.

Findings demonstrated that age and period in administrative position did not have a statistically significant relation with the items on the Profile of a School leadership index. On the other hand, the level of education of the principal showed significant relationship to the leadership indices of goal emphasis and competence. Further analyses revealed a number of significant relationships between leadership and job satisfaction. Goal emphasis and participative leadership exhibited significant relationships to intrinsic job satisfaction. Principal support, work facilitation and competence appeared to be related to extrinsic job satisfaction. The economical correlation analysis revealed two factors that manifested relationship between the linear functions of the seven Profile of School

leadership indices and the two MSQ factors, intrinsic and extrinsic job satisfaction.

Based upon the findings, conclusions pointed out that there are some specific leadership behaviors of principals that have direct relationship to their levels of education and job satisfaction of their staff members. Some commonalty, then, existed between principal leadership and teacher job satisfaction in the elementary schools in Thailand.

Barahimi (1986) executed a study to determine the relationship between the organizational climate and job satisfaction among teachers in middle schools in Iran. Four hypotheses were tested, two for testing intrinsic job satisfaction and two for testing extrinsic job satisfaction against organizational climate with respect to certain demographic variables.

The population consisted of teachers from six middle schools that were randomly selected. The Organizational Climate Description Questionnaire (QCDQ) and the Minnesota Satisfaction Questionnaire (MSQ) were used for data gathering. Responses to these instruments were analyzed by an analysis of variance technique and the Neuman-Keuls multiple comparison test used for determining the specific groups involved in the

difference. An analysis of covariance was employed to test for differences in extrinsic and intrinsic job satisfaction. To test the relationship of school climate to general job satisfaction, Pearson correlations were determined. Correlations for demographic variables were also made.

Findings of the study indicated that the more open the school climate, the greater were teachers intrinsic and extrinsic levels of job satisfaction. Highly open organizational climate had tendencies to be associated with the highest levels of teachers' general job satisfaction. School climates were perceived to be most open in communities with tremendously high socioeconomic levels. Other demographic variables did not demonstrate significant relationship with either dependent variable. In another investigation, Ross (1986) wanted to test the Path-Goal Theory of Leadership in an educational arena. An hypothesis stated that leadership behaviors of tolerance of freedom and initiating structure would affect the teachers' job satisfaction under varying conditions of role ambiguity and locus of control. Four regression models were constructed with data from 291 teachers.

Findings indicated that the effects of initiating

structure on job satisfaction were not moderated by role ambiguity or locus of control as the hypothesis indicated. However, taken collectively, role ambiguity and locus of control do moderate the relationship between initiating structure and job satisfaction. It was determined that teachers with an external locus of control orientation experience higher levels of job satisfaction than teachers with an internal locus of control when role ambiguity and principals initiating structure behaviors are high. Further, teachers with an internal locus of control orientation, supervised by principals who exhibit high tolerance of freedom, experience higher levels of general intrinsic, and extrinsic job satisfaction than teachers with external locus of control orientation under the same conditions.

Findings suggest that hiring priorities should be geared to leaders trained in identifying persons' situational interactions. The importance of leaders recognizing situational factors that influence teachers' job satisfaction cannot be underrated. Finally, joint moderators of leadership behaviors prove more useful than single moderators in predicting teacher job satisfaction.

Summary

The school is a work-place which should be conducive to teaching and learning. In that work-place, the principal is the main person who is responsible for seeing that both teaching and learning, the two major functions in the school, can be executed as smoothly as possible. Williams (1987) says that teachers have a clear expectation of the role they want a principal to play in creating a positive learning environment for students. They also recognize the need for the leadership of the principal in creating this environment. If the purpose of the school is to be realized, then, discipline in the environment must be a top priority of the principal and it must be articulated to all of the constituents in the school and extended to the community as well. Goals cannot be realized if discipline problems rage and persist throughout the work-place. Communication, then, becomes extremely important, and the principal must be able to communicate with teachers and others in the work-place, for a lack of communication causes problems. Along with the proper discipline and strong communication lines, the principal as leader has multifaceted behaviors that might impact teacher behaviors.

Some of the principal leader behaviors include the principal as an instructional leader, counselor, and community relations promoter. Since instruction must take place in the school, someone has to be responsible for setting the course and seeing that it takes place. For the competencies needed to promote instruction, the principal is to be trained in various instructional workshops. The school also needs a principal who is interested in all phases of its operation and certainly counseling falls within the parameters of the principal's leader behaviors. As leader, the principal must be able to assist the staff person or persons who are designated to counsel and must be knowledgeable regarding counseling practices and procedures. Equally important is the role as community relations promoter.

No school should ever expect to thrive and exist without community assistance and community support. That support must be solicited and welcomed, for community personnel can be a tremendous asset to the school and in the education process generally. The principal should be the prime promoter of community relations. The leader behaviors, instructional leader, counselor, and community relations promoter could impinge on certain teacher behaviors.

One of those behaviors is teacher stress. While the

writers Thomas (1987) and Selye (1974) have pointed out that life cannot exist without stress, care must be taken so that distress, which is negative stress, does not hinder teacher performance, thereby marring the learning process. Teachers are in the school to perform a service and there is a possibility that their productivity would lag if too much stress or the wrong type of stress plagues them. Too much stress or distress could render teachers ineffective and principal's leader behaviors could be the cause of such ineffectiveness.

A second type of teacher behavior in the work-place is a lack of job satisfaction. When teachers are happy and enjoy what they are doing, more than likely, they are satisfied with their jobs. The teaching and learning processes should reflect teachers' attitudes toward their jobs. As the tone setter with discipline as a top priority and with strong communication and with multifaceted leader behaviors which include instructional leader, counselor and community relations promoter, the principal with such a weighty job encompassing many leader behaviors, could find these behaviors affecting teacher behaviors of stress and job satisfaction.

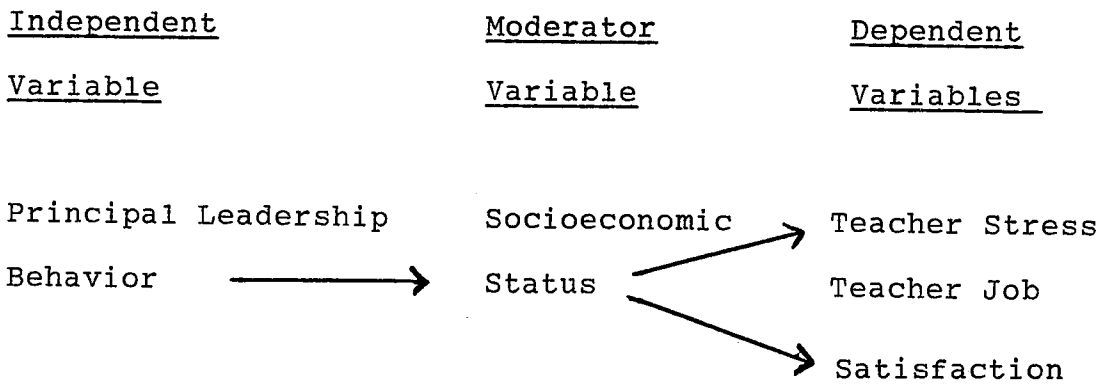
CHAPTER III

THEORETICAL FRAMEWORK

This study was conducted to determine the impact that principal leadership behavior has on teacher stress and job satisfaction in middle schools. Thus, in this study, the independent variable is principal leadership behavior, teacher stress and job satisfaction are the dependent variables. Socioeconomic status is a moderator variable.

All of these variables are illustrated in the following model, for precise depiction of their specific use in this study.

Figure 1. Model depicting Relationships among the Variables



Definition of Variables

Definitions used in this study are given for the purpose of demonstrating the terms that are pertinent to this particular study and to give better insight into the overall topic under discussion. The independent variable is, therefore, defined and followed by definitions of dependent and moderator variables.

Independent Variable

Principal Leadership Behavior-the role of the principal and the manner in which the principal executes this role in the position as an instructional leader, counselor, community relations promoter and environment tone setter in his relations with the teachers.

Dependent Variables

Stress-any action or situation that places psychological demands on teachers and results in a response. This will be determined by the degree of role conflict, role overload or role ambiguity that the teacher experiences, as measured by the Leadership Behavior Job Satisfaction Stress Inventory (LBJSSI).

Job Satisfaction-the fulfillment of higher order needs one derives from performing job related

tasks as measured by the LBJSSI.

Moderator Variable

Socioeconomic Status-the percent of students in the school receiving free lunch. Since the school system average for free lunch is 58 percent, it was determined that 60 percent would be appropriate for dividing the two socioeconomic groups for this study.

High socioeconomic status-schools with less than sixty percent of the student body receiving free lunch.

Low socioeconomic status-schools with more than sixty percent of the students receiving free lunch.

Relationships Among the Variables

Teacher stress can be measured by leadership behavior as seen in the study entitled "An Inquiry into Teacher Stress: Symptoms, Sources and Prevalence in Public Schools," Broiles (1982). In this study regarding teacher stress, he proposed to find out the extent to which teachers feel that they were experiencing stress, the major sources of their stress, and the most frequent symptoms of stress. Job information items were added to determine job satisfaction, absenteeism, self-rating as a

determine job satisfaction, absenteeism, self-rating as a teacher, self-reported stress level, and intent to leave or stay in the teaching profession. The population consisted of teachers of grades kindergarten through twelfth grade in a medium sized school district. Teachers filled in the questionnaire anonymously. Results showed that one-third of the respondents reported that being a teacher was either stressful or extremely stressful, with high job satisfaction correlating with lower stress.

Causes of stress centered around student misbehavior, time pressures, and poor working conditions. The highest source of stress was the lack of time to spend with individual students. All of these causes of stress, then, brought on such symptoms as frustration, exhaustion, headaches, irritability, nervousness, anxiety, and diminished pleasure in teaching. Along with these comments of low regard for the teaching profession, low salaries, and problem with upper administration and the school board were frequently mentioned frustrations.

Stress can impact job satisfaction according to Langford (1987) who conducted a study to determine the relationship between stress and job satisfaction for the

Seventh-day Adventist Boarding Academy teachers in the Southern and Southwestern Unions. Along with stress and job satisfaction, such factors as principals' length of service, school disciplinary problems, teachers' ratings of various groups, teachers' salaries, problems facing boarding academies, and the goals of education were studied. The instrument used for this study was a three-part questionnaire which included the Occupation Needs Questionnaire, a stress test from the National Education Association and other questions which were of interest to the researcher.

Results pointed out that teachers' satisfaction or dissatisfaction fell in a mildly dissatisfied range. Fifty percent of the teachers fell within the satisfied range, with freedom in the job being the area of most satisfaction. On the other hand, the area of most dissatisfaction was not having enough time to do the job. Age and years of experience did not have a significant relationship with job satisfaction. A significant relationship was found to exist between stress and job satisfaction; however, no significance existed between genders and job satisfaction. The greatest disciplinary problem found was schoolwork and homework assignments not completed.

Several important conclusions resulted from the study. The study pointed to the idea that stress was a significant determinant of teacher job satisfaction. Moreover, principals' length of service was correlated with teacher satisfaction. Further, low salaries were the main reason for teachers' leaving the profession.

Job related stress can impact job satisfaction. In a study executed by Chavarria-Navas (1987), he set out to determine the relationship between Costa Rican special education teachers' perceptions of job related stress and job satisfaction and the nature and quantity of social support provided by the supervisor. Further, the second purpose of this study was to examine differences among the various professional groups in the relationship of job related stress and job satisfaction to supervisors' social support.

Three instruments were used for data collection: The Teacher Stress Instrument, the Job Satisfaction Questionnaire, and the Social Support Questionnaire. The Pearson Product Moment correlation, ANOVA, multiple regression analysis, and various post hoc procedures were used for statistical analysis of data.

After analysis of data, it was found that job related stress and job satisfaction variables showed

moderate, negative correlation beyond the .0001 level of significance. A job related stress and social support correlation analysis indicated non-significant negative correlations between the two variables. Social support and job satisfaction showed low correlation at the .05 level of significance. The results also supported the role of support as a buffer rather than a main effect within the supervisory relationship. Moreover, the results pointed to the role of support as being a maintenance rather than a motivational factor within the job setting.

The ANOVA conducted for each of the seven professional categories yielded statistically significant differences among the groups in terms of frequency of stress, job stress, and frequency of instrumental support beyond the .05 level of significance. No statistically significant differences were found in terms of job satisfaction and social support. Post hoc analysis indicated lower levels of stress for teachers among the hearing impaired population.

Results in terms of preferences for various types of social support showed that Costa Rican special educators would like to see increased support in the emotional and informational dimensions. Age, teachers serving the

hearing impaired, and teachers in training were the only variables that entered the regression model when stress was being tested. In terms of job satisfaction, teachers serving the hearing impaired contributed the most to the variance. These results further support the fact that those who are older and experienced have the least amount of stress and the greatest levels of job satisfaction.

Marchand (1982) conducted a study to investigate the factors that have helped some teachers to maintain high job satisfaction. Life experience commonalties seen among five successful teachers were examined. The research also had another purpose, determining the perceptions of the five teachers to the relationship between their successful teacher characteristic and strategies for coping with them. Moreover, four basic personality characteristics of the subjects were determined. The four personality characteristics included need, level of self actualization, level of self-esteem, and values. An assessment of those characteristics, based on the research data, was made by the researcher. After the compilation of the data, the subjects were then asked to give their perceptions of how the personality characteristics related to the development of their coping strategies and success as

teachers. Oral history interviews, direct observations, and statements from professional references also provided data for this study.

Findings identified life experience commonalties. All of the five subjects perceived the following: Life is fair and just; their childhoods were secure; their childhoods were consistent; they experienced love during their childhoods; and they possessed a strong desire to help others. Also, findings indicated perceiving that their basic needs were being met, exhibiting a high level of self-actualization, and possessing a high level of self-esteem and creative, experiential and attitudinal values. Findings further indicated the existence of positive relationships between the subjects' life experience commonalties, four basic personality characteristics and successful teacher characteristics and strategies for coping with stress.

Dalmau (1988) stated that the principal has the power to buffer teacher stress, facilitate teaching, and encourage excellence in teaching. In his study, Dalmau (1988) was interested in finding out how teacher perception of principal leadership behavior related to stress, satisfaction, and performance. After a factor analysis, three behavioral factors were named. They were

Proficient Administration, Non-Empowering Principal Leadership Behavior, and Empowering Principal Leadership Behavior.

Results from the analysis of data indicated that for the 179 teachers reporting high overall satisfaction, stress perceived to be caused by Proficient administration, Non-Empowering, and Empowering Principal Leadership Behavior does not affect teacher classroom performance directly. On the other hand, for the 125 teachers reporting low overall satisfaction, stress perceived to result from Proficient Administrator, Non-Empowering, and Empowering Principal Leadership Behavior does have a significant effect on performance at the .05 level of significance. For this study socioeconomic status resulted from the students position as far as free lunches were concerned. The socioeconomic status can have some impact on the variables in that it is a part of the students' home environment. Teaching is affected by the socioeconomic background because there is not much that the school accomplishes that does not have some relationship to the home environment.

Hypotheses

The null hypotheses examined statistically in this study are as follows:

HO_1: There is no significant relationship between principal leadership behavior and teacher stress in all middle schools included in this study

HO_2: There is no significant relationship between principal leadership behavior and teacher job satisfaction in all middle schools included in this study.

HO_3: There is no significant relationship between teacher stress and teacher job satisfaction in all middle schools included in this study.

HO_4: There is no significant relationship between principal leadership behavior and teacher stress, with respect to high socioeconomic status of the school.

HO_5: There is no significant relationship between principal leadership behavior and teacher job satisfaction with respect to high socioeconomic status of the school.

HO_6: There is no significant relationship between stress and job satisfaction, with respect to high socioeconomic status of the school.

HO_7: There is no significant relationship between principal leadership behavior and teacher stress, with respect to low socioeconomic status of the school.

HO_8: There is no significant relationship between principal leadership behavior and teacher job satisfaction, with respect to low socioeconomic status of the school.

HO_9: There is no significant relationship between stress and job satisfaction, with respect to low socioeconomic status of the school.

Summary

Theory regarding the independent variable, principal leadership behavior, and the dependent variables, teacher stress and job satisfaction, helped to form the basis of this investigation. The purpose of this undertaking was to investigate the relationship among principal leadership behavior, teacher stress, and teacher job satisfaction, and to determine if the socioeconomic status of the school population influences teacher performance on the variables under consideration. The model showed the proposed relationship among the variables.

CHAPTER IV

METHODOLOGY

Research Design

This study was conducted to determine the relationship among principal leadership behavior, teacher stress and job satisfaction in middle schools.

The research design for this study was correlational. A correlational study according to Ary, Jacobs and Razavich (1985) is a subcategory of descriptive research that is concerned with determining the extent of relationship existing between variables. Correlation assists one in determining the extent to which variations in one variable are associated with variations in another. The correlational method is very useful in studying problems in education. This procedure will enable an investigator to test hypotheses regarding the correlation between principal leadership behavior, teacher stress and teacher job satisfaction as moderated by the socioeconomic status of schools.

Subjects

This study was conducted in a large metropolitan school district containing 13 middle schools. These schools were located in different neighborhoods that

reflected different socioeconomic status: some of the students' parental income were such that their children require free lunch while others having a high socioeconomic status can manage their own lunch fee. The subjects of this research were certified teachers in these middle schools and they have varied years of experience. Since the principal is the instructional leader, teachers and the principal could have multiple classroom contacts. These contacts would allow the principal to display various leadership behaviors. There was a total of 569 teachers in the thirteen schools, all of whom were requested to participate in the investigation. Because of the universality of subject matter, there was no need for subject sampling.

Instrumentation

Three major variables were studied in this investigation. From the research in the literature and from validated instruments that were designed to obtain information on the variables of leadership, stress, and job satisfaction, an instrument was constructed to fit the needs of this study. This instrument was called the

Leadership Behavior Job Satisfaction Stress Inventory (LBJSSI). One of the validated instruments from which the LBJSSI was constructed is as follows:

The Maslach Burnout Inventory

Maslach and Jackson (1984) were responsible for producing the Maslach Burnout Inventory (MBI). This instrument measures the amount of burnout which results when persons that are working and have a great deal of face to face contact with one another. The MBI is designed so that it measures three kinds of burnout which are emotional exhaustion, depersonalization, and personal accomplishment. Whenever there is an increase in burnout, there is an increase in emotional exhaustion and depersonalization. The increase in emotional exhaustion and depersonalization brings about a decrease in personal accomplishment.

Excellent Principals Inventory

Another instrument that was used to form the present instrument for this study is the Excellent Principals Inventory developed by Bell South. It was designed to reinforce the values and behaviors that comprise the five key commitments of the "Excellent Principal." Items in this instrument resulted from a series of sessions involving principals from various locations. These

principals worked together with educational and management consultants from Keilty, Goldsmith and Boone of LaJolla, California and management personnel from Bell South Corporation.

The Excellent Principals Inventory is divided into two major sections. The first section, entitled "The Key Commitments," contains questionnaire items reflecting the behaviors that constitute values of effective leadership found in five key commitments of the excellent principal. These commitments are : (1) Commitment to Student Success, (2) Commitment to Teaching and Learning, (3) Commitment to the School Staff, (4) Commitment to Innovation, and (5) Commitment to Leadership. The second major division of this instrument contains written comments. This section makes provision for those written comments that may be helpful to the principal.

The Excellent Principals Inventory was designed to help principals learn how they are perceived by others. Each item in the instrument is preceded by the question, "How satisfied are you with the way this individual...? Response choices are HD-Highly Dissatisfied, D-Dissatisfied, N-Neither Satisfied nor Dissatisfied, S-Satisfied, HS-Highly Satisfied, NI-No Information.

Minnesota Satisfaction Questionnaire

The third and last instrument from which the (LBJSSI) for this study was constructed is the Minnesota Satisfaction Questionnaire (MSQ). The MSQ was developed in 1964 by Rene Davis. For this study the material was taken from this short form which contain twenty questions for the purpose of measuring job satisfaction.

Internal consistency of this instrument was determined by the computation of the Hoyt Reliability coefficients. There were 567 coefficients and of that number, 83 percent were .80 higher and just 2.5 percent were lower than .70. Further correlational analysis indicated that 89 percent of the coefficients were significant beyond the .001 level.

Validity of the MSQ is seen in the form of construct validity which came as a result of using this instrument for testing predictions from the Theory of Work Adjustment. Results of using this instrument demonstrated to the authors that persons having need levels that are intensified by their job conditions have a higher level of satisfaction than a low intensified group with a high need. Further evidence of validity of the MSQ is implied from the skill and power of this instrument to demonstrate the difference between groups.

The Leadership Behavior Job Satisfaction Instrument

(LBJSSI) is designed to measure the teachers perceptions of the principal and the school environment including climate, discipline, and school communication. Further this instrument is designed to measure the teachers' perception of the multifaceted behaviors of the principal which include instructional leadership, counselor for student decision making, and community relations. Finally this instrument is designed to measure teacher behaviors in the work-place, including job satisfaction and stress. Items from the three instruments-The Maslach Burnout Inventory (MBI), The Excellent Principals Inventory (EPI), and the Minnesota Satisfaction Questionnaire (MSQ) form the LBJSSI Instrument. In this instrument, response choices and the rating scale for the principal and school environment and one teacher behavior, job satisfaction are No Information (NI)=1; Highly Dissatisfied (HD)=2; Dissatisfied (D)-3; Neither Satisfied nor Dissatisfied (N)-4; Satisfied (S)-5; and Highly Satisfied (HS)=6. The other teacher behavior in the work-place, namely stress, has the following response choices and rating scale: Never=1; Seldom=2; Sometimes=3; Often=4; Very Often=5; and Always=6.

Face Validity

The constructed instrument, the LBJSSI was shared

with other middle school principals to obtain Face Validity. After obtaining their views regarding appropriateness of the instrument to obtain desired information from teachers, the principals agreed that the instrument was appropriate and its length was appropriate to encourage high returns. It was, therefore, considered to have face validity. The instrument was further tested for construct validity.

Construct Validity

Construct validity was obtained by subjecting each variable to regression analysis to determine the contribution of each item to the total variance of the variable that it was helping to measure. This analysis showed that, for the variable stress, item twelve was the only weak item that did not contribute significantly to the variable; therefore, this item was dropped from the instrument.

For the variable leadership behavior, there were seven items that the regression analysis found to be weak, they were items one, seven, eight, sixteen, eighteen, and twenty-two. These items were also dropped from the instrument.

The analysis showed that from the variable job

satisfaction, the only weak item was item seven. This item was also dropped. All of the other contributed significantly to the measurement of the variable. See appendix for the regression tables (Appendices A-C).

Data Collection Procedure

The researcher selected thirteen middle schools for participation in this study. A letter was sent to the principals and teachers requesting their participation in the study. Copies of the instrument (LBJSSI) were then delivered to all teachers in these schools. A universal sample was used in that all teachers were included in the sample. Each teacher was asked to complete the survey which includes statements regarding the principal and the school environment, multifaceted behaviors of the principal, and teacher behaviors in the work-place. Also teachers were asked to return the survey to a designated person at a specified time. That person kept the completed surveys until they were picked up by the researcher or designee. Information regarding the socioeconomic status of schools was obtained from the Research and Evaluation Department in the metropolitan school system used in the study.

Statistical Treatment of the Data

The proposed relationship between variables was tested by means of the Pearson correlational analysis. Correlational analysis, according to Nie (1975), gives a technique for measuring the linear relationship between two variables. Also, it provides a summary statistic, the correlational coefficient, which delineates the strength of the association.

The Pearson Product-Moment correlation, then, was used to ascertain the degree of relationship between the variables in this study. The range of correlation coefficients is from a positive 1.0 (+1.0) to a negative 1.0 (-1.0). Whenever there is a positive coefficient (+1.0), there is a perfect positive correlation. On the other hand, a negative coefficient (-1.0) demonstrates a perfect negative correlation between the variables. Whenever there is a zero, there is no relationship between the variables.

In checking the strength of a correlation coefficient, Hinkle (1982) devised a formula. A very high positive or negative correlation results from a positive .90 to 1.00 or a negative -.90 to -1.00. A high positive correlation is represented by .07 to .90 while a high negative correlation is represented by a -.70 to

-.90. Moreover, a moderate positive and negative correlations are represented by .50 to .70 and -.50 to -.70. A somewhat positive and negative correlations are represented by .30 to .50 and -.30 to -.50.

Summary

Chapter IV presented the research design, a description of the subjects used in the investigation, instrumentation, data collection procedures and statistical treatment of the data. The research design for the study was correlational. The subjects were 356 teachers from thirteen middle schools in a large metropolitan school system. Data were secured by means of the Leadership Behavior Job Satisfaction Stress Inventory (LBJSSI). Chapter V shows an analysis of the data.

CHAPTER V

ANALYSIS OF DATA

The purpose of this study was to determine whether significant relationships existed among principal leadership behavior, teacher stress and teacher job satisfaction in middle schools with respect to the socioeconomic status of the students.

This chapter is divided into two major sections. The first section explains pertinent information regarding the instrument which was utilized in the study, and the second section gives a presentation of the results of the statistical analysis used to test the hypotheses which were presented in chapter III. The second section also includes tables containing data on the variables.

Summary of Surveys

The Leadership Behavior Job Satisfaction Stress Inventory (LBJSSI) was divided into three sub-headings. The first part contained 22 items relating to leadership behavior, the second section contained 13 items related to job satisfaction, and the third contained 13 items related to stress. Table 1 shows data pertaining to these three variables, leadership behavior, job satisfaction and stress for high socioeconomic (SES)

Table 1

Mean and Standard Deviation for All Variables in High SES Schools

Variable	Mean	Standard Deviation
Leadership Behavior	100.6283	21.7159
Job Satisfaction	56.2304	13.7063
Stress	37.7225	11.6814

Number of cases = 191

schools. A total of 191 teachers responded to these items.

Leadership Behavior

Teachers' perceptions of principal leadership were obtained from this section of the LBJSSI and total scores were calculated for each teacher's response. The highest possible score was 132. For the 191 respondents, there was a mean score of 101, and a standard deviation of 22.

Job Satisfaction

For the job satisfaction section of the survey, the highest possible score was 78. Table 1 shows a mean score of 56 and a standard deviation of 14.

Stress

The highest possible score for the stress section of the survey was 78. The mean score was 38 and the standard deviation was 12.

Table 2 shows data pertaining to the same variables for low (SES) schools. A total of 165 teachers responded to these items.

Leadership Behavior

Teachers' perceptions were obtained from the leadership behavior section of the survey. This highest possible score for each respondent was 132. There was a mean score of 99, and a standard deviation of 23.

Table 2

Mean and Standard Deviation for

All Variables in Low SES Schools

Variable	Mean	Standard Deviation
Leadership Behavior	99.1030	22.5666
Job Satisfaction	56.7394	13.8467
Stress	35.1455	12.4319

Number of cases=165

Job Satisfaction

For this section of the survey, the highest possible score was 78. The mean score for teachers was 57, and the standard deviation was 14.

Stress

The highest possible score for stress was 78. The mean score was 35, and the standard deviation was 12 for teachers in low SES schools.

Statistical Analysis

Pearson Product-Moment correlation coefficient was the statistical technique utilized to analyze the data for this study. Relevant data were analyzed by this statistical technique to determine whether the hypotheses would be accepted or rejected. A brief description of this analytical technique, and the results of the analysis along with the hypotheses are presented in this section.

Correlation Analysis

Pearson Product-Moment correlation coefficients were used to test all hypotheses. The Pearson r, according to Ary (1985), is the most commonly used correlation index. As stated in Chapter IV, correlation coefficients range from +1.0 to 1.0; these coefficients represent a perfect positive correlation and a perfect negative correlation,

respectively. A zero (0) represents the absence of any relationship.

Table 3 provides the data to test the three hypotheses for all schools included in this study. The results of the correlations along with hypotheses for a composite of these schools are presented below.

HO_1: There is no significant relationship between principal leadership behavior and teacher stress in all schools included in this study.

From Table 3, it can be observed that a negative or an inverse correlation exists between the leader behavior and stress variables. With a correlation coefficient of -.029 and the probability is .29. These values indicate that no significant relationship exists and the first null hypothesis was, therefore, accepted.

HO_2: There is no significant relationship between principal leadership behavior and teacher job satisfaction in all schools included in this study.

From this table it can be seen that there is a significant relationship between principal leadership behavior and teacher job satisfaction. There is a high correlation coefficient of .709 and a probability of .000 which is below the .05 level of significance. Therefore, the second null hypothesis was rejected.

Table 3

Correlation Matrix of All Variables

in All Middle Schools

N=356

Level of Significance .05

*Significant Correlations for This Study

Pearson Correlation Coefficients

	LEADERSHIP BEHAVIOR	JOB SATISFACTION	STRESS
Leadership Behavior	1.000	.7083*	-.0294
Probability		.000	.290
Job Satisfaction	.7083*	1.000	-.0938*
Probability	.000		.039
Stress	-.0294	-.0938*	1.000
Probability	.290	.039	

Table 4

Correlation Matrix of All Variables

in High SES Schools

N=191

Level of Significance .05

*Significant Correlations for this Study

Pearson Correlation Coefficients

	LEADERSHIP BEHAVIOR	JOB SATISFACTION	STRESS
Leadership Behavior	1.000	.7815*	.0147
Probability		.000	.420
Job Satisfaction	.7815*	1.000	-.0301
Probability	.000		.339
Stress	.0147	-.301	1.000
Probability	.420	.339	

HO_3: There is no significant relationship between teacher stress and teacher job satisfaction in all schools included in this study.

From Table 3, it can be observed that an inverse correlation exists between these two variables also. The correlation coefficient is -.093 and the probability is .03 which is below the .05 level of significance. These values indicate there is a significant relationship between teacher stress and teacher job satisfaction in a composite of all schools included in this study, Therefore, the third null hypothesis was rejected.

Table 4 provides the data for the three hypotheses relating to high socioeconomic schools. The results of the correlations for this study along with the hypotheses for these schools are presented below.

HO_4: There is no significant relationship between principal leadership behavior and teacher stress with respect to high socioeconomic status of the school.

From this table, it can be seen that there is no significant relationship between principal leadership behavior and teacher stress. A correlation coefficient is a low one of .014 and the probability .42 which is above the .05 level. These values indicate that the fourth

null hypothesis was, therefore, accepted.

HO_5: There is no significant relationship between principal leadership behavior and teacher job satisfaction, with respect to high socioeconomic status of the school.

From Table 4, it can be observed that there is a high correlation coefficient of .781, between these two variables and the probability is .000 which is below the .05 level. These values indicate that a significant relationship does exist between these two variables. Therefore, the fifth null hypothesis was rejected.

HO_6: There is no significant relationship between stress and job satisfaction, with respect to high socioeconomic status of the school.

From Table 4, it can also be seen that no significant relationship exists between teacher stress and teacher job satisfaction. The correlation coefficient is -.0301 and the probability is .33 which is above the .05 level. Note that there is a negative or inverse relationship between stress and job satisfaction. Even though an inverse relationship exists, the level of

significance is above the .05 level. Therefore, the sixth null hypothesis was accepted.

Table 5 provides the data to test the three hypotheses for the low socioeconomic schools. The results of the correlations for this study along with the hypotheses for these schools are presented below.

HO_7: There is no significant relationship between principal leadership behavior and teacher stress, with respect to low socioeconomic status of the school.

From this table, it can be seen that there is no significant relationship between principal leadership behavior and teacher stress. With a correlation coefficient of -.083 and the probability is .14 which is above the .05 level. These values indicate that the seventh null hypothesis was, therefore, accepted. Note again that there is an inverse correlation between leadership behavior and stress.

HO_8: There is no significant relationship between principal leadership behavior and teacher job satisfaction, with respect to low socioeconomic status of the school.

From Table 5, it can be observed that a moderate correlation coefficient of .630 exists and the probability

Table 5

Correlation Matrix of All Variables

in Low SES Schools

N=165

Level of Significance .05

*Significant Correlations for this Study

Pearson Correlation Coefficients

	LEADERSHIP BEHAVIOR	JOB SATISFACTION	STRESS
Leadership Behavior	1.0000	.6302*	-.0835
Probability		.000	.143
Job Satisfaction	.6302 *	1.0000	-.1595*
Probability	.000		.020
Stress	-.0835	-.1595 *	1.0000
Probability	.143	.020	

is .00 which is below the .05 level of significance. These values indicate that a significant relationship does exist between these two variables. Therefore, the eighth null hypothesis was rejected.

HO_9: There is no significant relationship between stress and job satisfaction, with respect to low socioeconomic status of the school.

From Table 5, it can be seen that a significant relationship exists between stress and job satisfaction. An inverse correlation exists between these variables. A correlation coefficient of -.159 and a probability of .02 which is below the .05 level. Therefore, the ninth null hypothesis was rejected.

Summary

The purpose of this chapter was to present the statistical analysis of the data with respect to principal leadership behavior, teacher stress and teacher job satisfaction. The statistical technique utilized to test the data was correlational analysis.

Of the nine hypotheses devised for this study, four (1,4,6 and 7) were accepted and five (2,3,5,8 and 9) were rejected. The level of significance used to accept or reject the null hypotheses was set at the .05 level.

CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to determine if there were significant relationships among teachers' perceptions of principal leadership behavior, teacher stress, and teacher job satisfaction. Principal leadership behavior was the independent variable, and stress and job satisfaction were dependent variables. Socioeconomic status is a moderator variable. A schematic diagram of these variables can be seen as follows:

Independent Variable	Moderator Variable	Dependent Variables
Principal Leadership Behavior	Socioeconomic Status	Teacher Stress Teacher Job Satisfaction

In order to investigate the research problem of this study, nine hypotheses were devised. The hypotheses are restated in the summary of the findings which are presented in this chapter. The hypotheses were devised to answer the following research questions:

1. Is there a relationship between principal leadership behavior and teacher stress?
2. Is there a relationship between principal leadership behavior and teacher job satisfaction?

3. Is there a relationship between stress and job satisfaction?
4. Is there a relationship between the socioeconomic status of the school and the level of teacher stress and job satisfaction?

The population of the study included middle school teachers employed in thirteen middle schools in a large metropolitan school district. A total of 356 teachers participated in this study.

The Leader Behavior Job Satisfaction Stress Inventory was the instrument used to collect data for the study. During June, 1989, the instruments were distributed to the teachers in these schools. After the data from these inventories were collected, a correlational analysis was used to test the nine hypotheses.

Summary of Findings

The findings for this investigation are summarized, and the results are presented with respect to each hypothesis.

HO_1: There is no significant relationship between principal leadership behavior and teacher stress in all schools included in this study.

The first hypothesis was accepted because it was found that no significant relationship existed between teachers' perceptions of principal leadership behavior and teacher stress in a composite of all 13 schools. A correlation coefficient of -.029 was obtained for these variables.

HO_2: There is no significant relationship between principal leadership behavior and teacher job satisfaction in all schools included in this study.

Null hypothesis 2 was rejected. It was found that a significant relationship existed between principal leadership behavior and teacher job satisfaction in a composite of all schools included in this study. A correlation coefficient of .708 was obtained between these two variables.

HO_3: There is no significant relationship between teacher stress and teacher job satisfaction in all schools included in this study.

Null hypothesis 3 was rejected because there was a significant relationship between teacher stress and teacher job satisfaction in a composite of all schools utilized in this study. A correlation coefficient of -.093 was obtained between these two variables.

HO_4: There is no significant relationship between principal leadership behavior and teacher

stress, with respect to high socioeconomic status of the school.

The fourth hypothesis was accepted because it was found that no significant relationship existed between teachers' perceptions of principal leadership behavior and teacher stress with respect to high socioeconomic status of the school. A correlation coefficient of .014 was obtained for these variables.

HO_5: There is no significant relationship between principal leadership behavior and teacher job satisfaction with respect to high socioeconomic status of the school.

Null hypothesis 5 was rejected. It was found that a significant relationship existed between principal leadership behavior and teacher job satisfaction, with respect to high socioeconomic status of the school. A correlation coefficient of.781 was obtained between these variables.

Since a significant relationship was found to exist between these variables, it was concluded in this study, that principal leadership behavior, relates significantly to teachers' job satisfaction in middle schools with respect to student bodies with high socioeconomic status.

HO_6: There is no significant relationship between teacher stress and teacher job satisfaction with respect to high socioeconomic status of the school.

Null hypothesis 6 was accepted. It was found that no significant relationship existed between stress and job satisfaction in high socioeconomic status schools. A correlation coefficient of -.030 was obtained between teacher stress and job satisfaction.

Since no significant correlation was found to exist between teacher stress and job satisfaction, it was concluded in this study that stress does not relate significantly to job satisfaction of teachers in high socioeconomic status schools.

HO_7: There is no significant relationship between principal leadership behavior and teacher stress with respect to low socioeconomic status of the school.

The seventh hypothesis was accepted because it was found that no significant relationship existed between principal leadership behavior and teacher stress with respect to low socioeconomic status schools. A correlation coefficient of -.083 was obtained between principal leadership behavior and teacher stress in low socioeconomic status schools. Since the present study found that no significant correlation existed between these variables in low socioeconomic status schools, it was concluded that leadership behavior does not relate

significantly to teacher stress in low socioeconomic schools.

HO_8: There is no significant relationship between principal leadership behavior and teacher job satisfaction with respect to low socioeconomic status of the school.

The eighth hypothesis was rejected because there was a significant relationship between principal leadership behavior and teacher job satisfaction in low socioeconomic status schools. A correlation coefficient of .630 was obtained between these two variables. Since a significant relationship was found to exist in both socioeconomic groups in the present study, this suggests that socioeconomic status makes no difference to the relationship between principal leadership behavior and teacher job satisfaction.

HO_9: There is no significant relationship between teacher stress and teacher job satisfaction with respect to low socioeconomic status of the school.

The ninth hypothesis was rejected because there was a significant relationship between stress and job satisfaction in low socioeconomic status schools. A correlation coefficient of -.159 was obtained. An inverse relationship existed in hypothesis 9, which was expected. Where stress is high, job satisfaction is low

Factors that contribute to high stress also tend to contribute to low job satisfaction, just as factors which contribute to high job satisfaction have a tendency to reduce stress.

On the other hand, an interesting occurrence took place in the present study. In high socioeconomic schools, the null hypothesis was accepted for stress and job satisfaction, whereas, in low socioeconomic schools, the null hypothesis was rejected. Although both had inverse correlations, the correlation for hypothesis 6 was lower than the correlation in hypothesis 9. An explanation of the difference between the two socioeconomic groups in the present study seems necessary. Several factors could have influenced the differences in the results of hypotheses 6 and 9. However, the main reason could be because of a larger variation in scores of the stress variable in the low socioeconomic than in the high socioeconomic group.

Table 6 provides a distribution of the stress variable scores, showing the number of cases and percentages within the three different ranges for both high and low socioeconomic status schools. Range one consists of scores from 13 to 28. Range two contains scores from 29 to 49, and range three from 50 to 78. In range one (13-28) for high socioeconomic status schools,

12 cases or 6.5 per cent existed; whereas, in low socioeconomic schools, there were 18 cases or 11.2 percent. In the second range (29-49), there were 159 or 86 percent of cases in the high socioeconomic schools, whereas, 132 cases or 82 percent in the low socioeconomic schools. For the third range (50-78), there were 14 cases or 7.5 percent in the high socioeconomic schools, whereas, in low socioeconomic schools, there were 11 cases or 6.8 percent. With a means score of 37.7 and a standard deviation of 11.7 in the high socioeconomic status schools and a means of 35.1 and a standard deviation 12.4 in the low socioeconomic status schools, one may assume that the differences in variation of the stress variable scores may have influenced the difference in the findings in hypotheses 6 and 9.

Table 6

Distribution of Stress Variable Scores

For High and Low SES

	Range of Scores					
	13-28		29-49		50-78	
	N	%	N	%	N	%
High SES	12	6.5	159	86	14	7.5
Low SES	18	11.2	132	82	11	6.8

Total High SES N=185

Total Low SES N=161

Conclusions

1. This study found that principal leadership behavior is not related to the level of teacher stress in the middle schools included in this research. This proved to be true in the analysis of both high and low socioeconomic status schools.
2. This study found that principal leadership behavior is related to the level of teacher job satisfaction in the middle schools included in this research. This proved to be true in the analysis of both high and low socioeconomic status schools.
3. This study found that stress is related to job satisfaction in the middle schools included in this study. This proved to be true also in low socioeconomic status schools. However, this study found that stress is not related to job satisfaction in high socioeconomic status schools.
4. This study found that the socioeconomic status of schools did have a relationship with teacher stress and job satisfaction when the subjects were located in low socioeconomic schools.

Implications

The implications derived from the findings of this study are varied. Significant relationships found in

this study imply that school administrators should become knowledgeable of the relationship between their leader behaviors and the job satisfaction of their teachers. School administrators can learn from these findings that their roles in the schools are critical to the teaching/learning process. These findings also imply that administrators should seek knowledge and training so they can become better administrators. Moreover, administrators should be aware of the teacher job satisfaction or the lack of it in their schools.

Administrators can learn that their role is key to teacher job satisfaction. This means that the type of school, of which job satisfaction is an important element, depends on their role as leaders. Whether or not their schools are effective institutions with satisfied teachers depends on their leader behaviors. Implications clearly demonstrate that whether or not the socioeconomic status is either high or low, leader behaviors still affect teacher job satisfaction.

When the results revealed a significant relationship between principal leadership behavior and teacher job satisfaction, it was found that the finding in this study supports findings in previous studies. The finding in this study was similar to Ross's (1986) research finding. In this investigation, Ross wanted to test the Path-Goal

Theory of Leadership in relations to teacher job satisfaction. Ross's findings indicated a relationship between leader behavior and teacher job satisfaction

Significant relationships found in this study also imply that teacher stress is affected by job satisfaction and that the administrator should be aware of this. Administrators can learn that since teacher job satisfaction is affected by leader behavior and stress is affected by leader behavior, the administrator has a responsibility to seek strategies to improve his leadership role and lessen teacher stress and the lack of job satisfaction.

As the results in the present study revealed a significant relationship between teacher stress and teacher job satisfaction, it was recognized that this finding was similar to the finding by Langford (1989). Langford found a significant relationship between these variables in the study he conducted. Langford pointed out that along with stress and job satisfaction, other variables such as principals' length of service, school disciplinary problems, teacher salaries and the goals of education were included in the study.

Recommendations

1. Because it was found in all middle schools included

in this study, whether high or low socioeconomically, that there was a statistically significant relationship between leadership behavior and job satisfaction, it is recommended that principals become aware of this relationship. Principals should attend inservice workshops, conferences, lectures read the literature and take courses relating to leadership behavior and job satisfaction. While participating in these activities, principals should learn techniques that encourage diverse methods of teaching/learning, support opportunities for learning to improve instruction, and introduce successful teaching practices.

2. Since there was a statistically significant relationship between stress and job satisfaction, it is further recommended that attention be given to the relationship between these variables. Principals should understand the inverse relations between stress and job satisfaction in that as job satisfaction goes up, teacher stress is reduced. Principals should look at the middle school organization as a total entity and create a pleasant and fulfilling environment for teachers, parents and

students which should reduce teacher stress and improve teacher job satisfaction in schools.

3. It is recommended that the school system in this large metropolitan school district become familiar with this investigation and conduct workshops on other forms of training for both teachers and principals in order that both would be working toward alleviating negative stress and promoting job satisfaction and observing effective leader behavior.
4. It is further recommended that other dependent variables be added, using different instruments in a study which would include elementary and high schools. Also a study using the same variables with a comparison of middle schools in other school districts could be undertaken.

APPENDICES

APPENDIX A

Multiple Regression for Leadership Behavior

Multiple Regression For Leadership Behavior

MULTIPLE R	.99965	ANALYSIS OF VARIANCE			
R SQUARE	.99930		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	.99878	REGRESSION	22	31020.72923	1410.03315
STANDARD ERROR	.86260	RESIDUAL	29	21.57846	.74408

F = 1894.9899 SIGNIF F = .000

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	BETA	T	SIG T
LB11	1.429930	.193327	.087607	7.396	.0000
LB2	1.381123	.173383	.83073	7.966	.0000
LB29	1.102463	.154371	.064749	7.142	.0000
LB3	1.741745	.236047	.094691	7.379	.0000
LB26	.640235	.130755	.038281	4.896	.0000
LB10	1.701893	.180648	.096846	9.421	.0000
LB24	.872872	.158298	.048986	5.514	.0000
LB17	2.270368	.162250	.149295	13.993	.0000
LB20	1.017822	.149496	.069267	6.808	.0000
LB25	1.896394	.160928	.104814	11.784	.0000
LB7	2.509680	.179908	.137012	13.950	.0000
LB19	1.557082	.140952	.091868	11.047	.0000
LB28	1.203907	.103509	.086365	11.631	.0000
LB5	1.199436	.134398	.063973	8.925	.0000
LB23	1.478703	.161224	.093545	9.172	.0000
LB27	.816252	.105260	.053115	7.755	.0000
LB15	1.141907	.210039	.072484	5.437	.0000
LB4	.722242	.171807	.036612	4.204	.0002
LB9	1.783541	.271192	.088640	6.577	.0000
LB21	.924582	.166066	.049378	5.568	.0000
LB14	.729678	.150790	.051404	4.839	.0000
LB13	.491425	.186073	.028368	2.641	.0132
(CONSTANT)	1.947758	.959438		2.030	.0516

(table continues)

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	MIN TOLER	T	SIG T
LB1	-.016554	-.175939	.065315	-.946	.3524
LB6	.016539	.291940	.125333	1.615	.1175
LB8	.016838	.283481	.126695	1.564	.1290
LB12	.017774	.291243	.120268	1.611	.1184
LB16	.019336	.190705	.058441	1.028	.3128
LB18	.014649	.191592	.117796	1.033	.3105
LB22	.009302	.134912	.124733	.720	.4772

APPENDIX B

Multiple Regression for Job Satisfaction

Multiple Regression For Job Satisfaction

MULTIPLE R	1.00000	ANALYSIS OF VARIANCE			
R SQUARE	1.00000		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	1.00000	REGRESSION	14	8083.44231	577.38874
STANDARD ERROR	7.78704E-08	RESIDUAL	37	.00000	.00000

F = .00000 SIGNIF F = 1.0000

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	BETA	T	SIG T
JS10	1.000000	1.2893E-08	.122736	77559252	.0000
JS3	1.000000	1.2844E-08	.101225	77858401	.0000
JS14	1.000000	9.4433E-09	.141860	105894768	.0000
JS11	1.000000	9.6127E-09	.131919	104028671	.0000
JS1	1.000000	1.1191E-08	.109793	89355820	.0000
JS6	1.000000	1.0922E-08	.102440	91560528	.0000
JS13	1.000000	9.4085E-09	.135907	106287255	.0000
JS2	1.000000	1.2162E-08	.115289	82221713	.0000
JS5	1.000000	9.9172E-09	.116521	100834718	.0000
JS12	1.000000	1.0888E-08	.106728	91844848	.0000
JS9	1.000000	9.2232E-09	.122726	108421901	.0000
JS8	1.000000	1.3989E-08	.106817	71486065	.0000
JS4	1.000000	1.4840E-08	.110139	67385738	.0000
JS7	1.000000	1.6124E-08	.085656	62018559	.0000
(CONSTANT)	-1.22125E-15	7.4595E-08		.000	1.0000

APPENDIX C

Multiple Regression for Stress

Multiple Regression For Stress

MULTIPLE R	1.00000	ANALYSIS OF VARIANCE			
R SQUARE	1.00000		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	1.00000	REGRESSION	14	3594.20377	256.73077
STANDARD ERROR	5.19251E-08	RESIDUAL	37	.00000	.00000

F = .00000 SIGNIF F = 1.0000

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	BETA	T	SIG T
STR5	1.000000	1.3462E-08	.127934	74281334	.0000
STR2	1.000000	9.6632E-09	.163692	103485257	.0000
STR14	1.000000	4.3763E-09	.214945	228504856	.0000
STR6	1.000000	1.2835E-08	.137314	77909149	.0000
STR9	1.000000	6.3087E-09	.156267	158512345	.0000
STR7	1.000000	8.1702E-09	.181428	122396654	.0000
STR10	1.000000	6.0667E-09	.160039	164835146	.0000
STR11	1.000000	7.6572E-09	.135272	130596887	.0000
STR1	1.000000	9.0891E-09	.160056	110021840	.0000
STR13	1.000000	9.2775E-09	.119388	107787623	.0000
STR3	1.000000	6.9172E-09	.177130	144567661	.0000
STR8	1.000000	9.9166E-09	.158831	100841022	.0000
STR4	1.000000	9.1395E-09	.154182	109414900	.0000
STR12	1.000000	1.1777E-08	.093987	84910687	.0000
(CONSTANT)	-2.44249E-15	5.1755E-08		.000	1.0000

APPENDIX D

INSTRUMENT

The Leadership Behavior Job Satisfaction Stress Inventory (LBJSSI)

INSTRUCTIONS-As you complete this questionnaire, please note that each item is preceded by the question, "How satisfied are you with the way your principal..." Your response choices are as follows: NO INFORMATION, HIGHLY DISSATISFIED, DISSATISFIED, NEITHER SATISFIED nor DISSATISFIED, SATISFIED, HIGHLY SATISFIED.

Rating Scale:	NI 1	HD 2	D 3	N 4	S 5	HS 6

For each item check (✓) one point on the rating scale.

PRINCIPAL SCHOOL ENVIRONMENT	NI	HD	D	N	S	HS
Discipline						
1. Encourages parents in ways to improve student behavior.						
2. Encourages students to display appropriate behavior.						
3. Is actively involved in discipline and control of students.						
Climate						
4. Avoids unnecessary classroom interruption.						
5. Provides a stable and secure work environment.						
School Communication						
6. Asks for staff members' ideas on improving teaching and learning.						
7. Helps others feel free to express their opinions.						
8. Genuinely listens to others' ideas.						
9. Seeks information from staff about his or her performance.						

	NI	HD	D	N	S	HS
MULTIFACETED BEHAVIORS OF PRINCIPAL						
Instructional Leader						
10. Is personally committed to the teaching/learning process.						
11. Effectively facilitates the teaching/learning process.						
12. Participates with staff in personal and professional development.						
13. Makes sure that the school's objectives are clearly understood.						
Counselor for Student Decision Making						
14. Encourages and listens to students' concerns.						
15. Appropriately involves students in decision-making.						
16. Encourages students to take responsibility and ownership for his or her decisions.						
17. Encourages students to make decisions in a timely manner.						
Community Relations Promoter						
18. Keeps parents and the community informed about the school and its programs.						
19. Encourages and listens to ideas from parents and community members.						
20. Works with dissenting individuals or groups within the community to reach understanding.						
21. Is willing to challenge the district office when appropriate.						

	NI	HD	D	N	S	HS
22. Is sensitive to the interests of different racial and cultural populations.						
TEACHER BEHAVIORS IN WORK PLACE						
Job Satisfaction						
In my school, this is how I feel about..						
23. The opportunity to be "somebody" in the community.						
24. The opportunity to do different things from time to time.						
25. The way my supervisor handles his/ her employees.						
26. The competence of my boss in making decisions.						
27. Being able to do things that don't go against my conscience.						
28. The way my job provides for steady employment.						
29. The chance to do something that makes use of my abilities.						
30. My pay and the amount of work I do.						
31. The freedom to use my own judgment.						
32. The working conditions.						
33. The way the staff members get along with each other.						
34. The praise I get for doing a good job.						
35. The feeling of accomplishment I get from the job.						

INSTRUCTIONS-Please read each statement and carefully decide how you feel about your job. Record your selection by placing a check (✓) in the appropriate space along the continuum for each statement.

Rating Scale:	NEVER 1	SELDOM 2	SOMETIMES 3	OFTEN 4	VERY OFTEN 5	ALWAYS 6

Stress	1	2	3	4	5	6
36. I feel emotionally drained from my work.						
37. I feel used up at the end of the workday.						
38. I feel personally involved with my students' problems.						
39. I feel tired when I get up in the morning and have to face another day on the job.						
40. Working with children all day is really a strain for me.						
41. I feel burned out from my work.						
42. I feel that this job is hardening me emotionally.						
43. I feel frustrated by my job.						
44. I feel very energetic.						
45. I feel I'm working too hard on my job.						
46. I don't really care what happens to some students.						
47. I feel like I'm at the end or my rope.						
48. In my work, I deal with emotional problems very calmly.						

APPENDIX E

CORRESPONDENCE

1. Letter to Principals
2. Letter to Teachers

Dear Principal:

May I please request your assistance with a study I am undertaking for a doctoral degree at Atlanta University in Educational Leadership? This study concerns the relationship among the principal leadership behavior, teacher stress and teacher job satisfaction.

Please allow your teachers to complete a three part survey which includes items related to principal leadership behavior, stress and job satisfaction. This survey should take no more than fifteen minutes to complete. If you wish a copy of the results of this study, one will be made available to you upon its completion.

Please collect all completed instruments on or before June 12, 1989. I will pick the surveys up on or before June 15, 1989. Thanking you in advance for your assistance.

Sincerely,

Archie R. Wilson

Dear Teacher:

I would like to request your assistance in completing a survey regarding your perception of the principal leadership behavior, teacher stress and teacher job satisfaction.

Since the opinions you give will be completely anonymous, you may respond candidly to each statement. Please return your completed survey to your principal on or before June 12, 1989.

May I please express my sincere appreciation to you in advance for your assistance.

Sincerely,

A. R. Wilson

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